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Le centre d'apprentissage du collège régional Champlain, à Saint-Lambert, vise à dispenser un enseignement correctif sur les connaissances de base, en dehors des heures régulières, aux étudiants manifestant des lacunes importantes. A cette fin, il emploie des étudiants comme tuteurs de leurs confrères en difficulté. Le présent guide de l'utilisateur contient des renseignements sur les centres d'apprentissage en général et sur des aspects précis du fonctionnement du centre du collège Champlain.

Les renseignements sont regroupés selon sept sections: 1. introduction aux centres d'apprentissage et revue de la documentation; 2. la création du centre du collège régional Champlain et son développement (1978-1983); 3. le fonctionnement du modèle utilisé; 4. une description de la clientère; 5. une bibliographie annotée; 6. un rappel du projet de recherche en trois étapes réalisé en vue d'évaluer l'efficacité de l'enseignement dispensé; 7. une évaluation générale de l'expérience.

Cinq ans d'expérimentation ont démontré l'efficacité de l'approche retenue par le Campus Saint-Lambert pour développer les habiletés d'apprentissage de l'étudiant. L'utilisation d'étudiants comme tuteurs comporte de nombreux avantages: le système est peu coûteux, les tuteurs recevant un crédit plutôt qu'un montant d'argent pour leur travail; il permet de rejoindre plus d'étudiants comme clients que ne pourrait le faire un professionnel; il n'y a pas de restriction quant à la durée du programme pour le bénéficiaire.

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A User's Guide
to
Student Learning Centres

by

Susan Woodruff

Champlain Regional College

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A USER'S GUIDE
TO
STUDENT LEARNING CENTRES

THE MODEL USED AT CHAMPLAIN REGIONAL COLLEGE
ST. LAMBERT CAMPUS

SUSAN WOODRUFF

Report submitted to la Direction Générale,
de l'enseignement collégial,
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July 1983.

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All the clerical assistants in the Learning Centre have made important additions to it. They are much appreciated: 1977-1978, Lisa Droniuk; 1978-1979, Rosalia Moscato; 1979-1980, Laurie Linehan; 1980-1981, Diane Patenaude; 1981 to the present, Maria DiStaulo, who has streamlined the organizational details associated with the centre and has ensured that my replacement in Fall 1983 will have no difficulty adapting to the structures in place.

The support of the Assistant Academic Dean, Rita Leigh, has been instrumental in ensuring the smooth operation of the centre. The Registrar, Brian O'Boyle has facilitated many of the procedures used to obtain the data for the research, and has enabled the tutors to register early, easing their course selection. Danielle St. Jacques, in her computing capacity, has been most helpful.

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Much of the early organization of the centre was the joint responsibility of the author and Susan Kerwin-Boudreau of the Psychology department. Her encouragement, even when she was not directly involved, is greatly appreciated.

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Others contributed to the production of this report. Frances Howe typed some parts of the manuscript. Sherry Bogert designed the cover and added the calligraphy in the body of the report. The project would not have been possible without the support and encouragement of Gilles St. Pierre and Nicole Tremblay of the Ministry of Education.

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PREFACE

This report has been designed as a user's guide to student learning centres in general, but its particular focus is on the Student Learning Centre at Champlain Regional College, St. Lambert campus. The contents detail all aspects of this centre from the time that it was first established on campus, in respect of the request made by the persons in charge of the 'Programme de subvention à l'innovation pédagogique' who asked that the author record all the events associated with the centre beginning with the original planning stages, in 1977, and continuing to the present. The most important element of this centre is the use of students as tutors to their peers on campus. Emphasis is placed on the effectiveness of tutoring as a mechanism for helping underprepared students learn subject content and for developing their basic reading, writing and study skills.

The initial organization and administration of the Student Learning Centre at Champlain was carried out by two instructors: Susan Kerwin-Boudreau of the Psychology department and the author, Susan Woodruff, of the department of English. We worked in concert for the first two years of its existence. In 1980 Susan Kerwin-Boudreau returned to the full-time teaching of courses in the Psychology department, leaving the responsibility for the training and supervision of the tutors and the daily overseeing of the operation of the Student Learning Centre to the author.

Organization of the report.

This report is divided into seven chapters. Each section contains information relevant to some aspect of learning centres, generally, with specific details provided about the operation of the centre at Champlain-St. Lambert.

The first part of this guide contains a brief introduction to the subject of learning assistance centres, and includes information about the various types of centres in existence at post-secondary institutions across North America. Emphasis is placed upon the role of tutors in such centres, referring to research showing the value of tutoring for both tutors and tutees.

The second section of the report describes the initial planning stages which set in motion the institution of the centre at Champlain. Detail about an earlier project entitled the College Reading Programme is included to indicate how the idea for the centre grew from the experience the author and her colleague had gained from this high school tutoring programme.

The next part of this section presents information about the development of the centre from 1978 to 1983. Aspects related to the administration of the centre are presented under the headings of physical resources, materials, clerical support, administrative and faculty input, funding, and the development of the course for tutors.

The third chapter describes in detail the actual working model of the Student Learning Centre, with an extensive account of the selection and training of the tutors and the methods used to match tutors and tutees.

More detail about the characteristics of the clientele who use the centre is included in the following section. The range of subjects tutored and the reactions of tutors and tutees to the centre over the period of its existence are described here.

Section five of the report includes an annotated bibliography of materials relevant to the development of student learning.

Chapter six provides an overview of the three stage research project which attempted to evaluate the effectiveness of the Student Learning Centre for the student users. Parts of this research have already been presented in two reports made to the Ministry of Education: The evaluation of the Student Learning Centre at Champlain-St. Lambert, completed in 1980, and An assessment of the Student Learning Centre, submitted in 1982.

The final chapter of this report contains summary statements about the experience gained in the five year period, and includes advice to those wishing to adapt our model to their institution. An evaluation of both the positive and negative aspects of our model is included here.

The appendices provide examples of the materials used in the operation of the centre at Champlain as well as statistical information derived from the research.

The nature of this report has made it difficult to avoid a certain redundancy in the presentation of the descriptions. Every section can be read independently, as enough background information is provided in each chapter to set the details provided in context. This repetition should serve to illustrate the interaction of all the different parts of the system as it exists at Champlain-St. Lambert. The author hopes that, rather than detracting from the whole, it aids the reader in understanding the myriad details associated with the establishment and operation of a student-run learning centre and provides a useful working framework for those interested in adapting the system in effect at Champlain to their own institution.

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The Student Learning Centre at Champlain Regional College-St. Lambert Campus was established in the Fall 1977. It was instituted to meet the needs of students in the college who were experiencing difficulties in their courses, and had as its main objective the provision of an open, non-threatening environment in which all students needing additional academic help would feel comfortable, regardless of their level of ability. The model used at Champlain employs peer tutors to offer personalized instruction on a one-to-one basis. The students who are selected to be tutors are given intensive training before they begin to tutor, and they are supervised throughout the term by the course instructor. Each one instructs at least two other students requesting assistance in learning their academic course work or in developing their reading, writing or study skills.

The experience of the past five years has shown that this model is one which is appropriate to the students at Champlain. While the initial number of students using the Centre in the first two semesters was small, and only a few of the most academically able students elected to enrol in the complementary course designed for the student tutors, more and more students have made use of the facilities in the succeeding terms.

For example, in Winter 1978, only 19 students chose to enrol as tutors, yet by Winter 1983, the enrolment in the complementary course for tutors had reached 41. At the same time, in Winter 1978, 31 students were tutored in the Student Learning Centre, but by Fall 1983, this number had grown to over 150 students, with additional tutees on a waiting list (see Appendix A).

This dramatic growth indicates that there is a decided need for the types of services offered in the Centre and provides empirical evidence that this approach is viewed as an academically sound method of learning by students experiencing difficulty in subject area content.

This report is designed as a user's guide for those wishing to establish a centre based on the principles employed by the author, Susan Woodruff, and her colleague, Susan Kerwin-Boudreau, who initiated the centre at Champlain-St. Lambert. All aspects of the organizational and administrative structures of the Centre are described in this paper. In addition, an overview of the procedures used to evaluate the effectiveness of the Centre from 1979-1983 is included. These descriptions should serve to answer most questions about the rationale for the choice of our method over others described in the literature about Student Learning Centres.

STUDENT LEARNING CENTRES
A REVIEW OF THE LITERATURE

A learning centre is described as a place to which students can go or be sent for special instruction in basic skill development or in content area material, outside of regular classroom time. According to Roueche and Snow (1977), colleges which have such centres report that more students persist with their courses, and complete them, than do colleges without access to similar facilities.

Roueche and Snow (1977) and Cross (1976), among others, have conducted surveys of major American universities and colleges to determine how many of them have established learning or other skill development centres to assist those students needing additional help with their studies. The data from both reports illustrate that learning centres are a relatively new phenomenon in higher education, with more than half of them having been instituted since 1970. Sullivan (1977) found from his survey that there was continued growth in the establishment of learning centres during the mid-1970's with the publicly funded and controlled higher education institutions manifesting a substantially greater level of involvement than those which were privately supported.

Sullivan's survey (1979) of Canadian institutions showed that 59 of 165 institutions (or 36.1%) reported operating at least one learning centre programme in 1977. From his findings he noted that the percentage of involvement at the four year or university level exceeded that of the community or technical schools to a marked extent, with 28 of 64 four year institutions (43.8%) reporting the existence of learning centre programmes in comparison to 31 of 101 (30.7%) for the two year group.

Sullivan (1979) concluded that, even in the latter part of the 1970's, more and more colleges and universities were instituting some structure designed to help students having difficulty learning the content of their academic subjects or needing assistance in developing their basic skills.

Several different models of student learning centres are described in the literature, including:

1. skills centres designed to teach students methods for improving their basic reading and writing skills;
2. centres which combine counselling with instruction in basic reading, writing and study skills;
3. centres which combine basic skills learning with the teaching of concepts appropriate to the various disciplines (Sullivan, 1977).

The characteristics of each of these different types of centres are described more fully below.

The staffing of the centres varies from institution to institution. Most centres are administered by a director who oversees the work of those charged with its daily operation. The personnel, however, differs according to the type of programme offered. Some employ either instructors or professional counsellors to deal with the problems of the students who frequent the centre; others use only peer tutors to provide individualized instruction; while others use a combination of the two approaches.

The level of assistance offered in a learning centre varies according to its underlying philosophy. Those which are staffed by instructors often work on an ad hoc basis, with students appearing only when they need specific help with assignments. Some centres operate on a referral basis and counsellors or tutors set up specific appointments for the tutees who then follow a comprehensive programme of skills development. Others have instituted a more flexible system, whereby students can request assistance for an unspecified amount of time in either basic skills or in subject areas. These programmes may last anywhere from one hour to several, depending on the level of motivation and degree of need expressed by the student asking for the help.

Students who avail themselves of the services of each of these centres do benefit from the assistance provided. Each institution must then choose the structure which best suits its perceived needs, depending upon the resources available and the philosophical stance of those who are called upon to establish and co-ordinate the centre. The bias in this report lies with centres which offer the services of trained tutors, as research, both locally and elsewhere, indicates the powerful impact that tutoring has upon both the tutor and the tutee (the person requesting the tutoring). The cost effectiveness of many tutoring programmes is another factor in their favour.

Descriptions of the Various Models of Student Learning Centres

A. Basic skills centres

Writing centres. Many college English departments have instituted centres for the teaching of basic writing skills. As a general practice, students are referred to these centres by their instructors. Often it is the English instructors themselves who provide the additional help to students whose writing skills are deemed to be inadequate.

Although many students may also be enrolled simultaneously in a remedial English composition course, instructors feel that students benefit from the one-to-one instruction in specific aspects of the writing process offered through a writing centre. The provision of supplementary activities on a personalized level can provide the motivation for the student to concentrate on the weaker areas of his writing. The instant feedback that he receives about the quality of his writing is one of the major benefits for the student in need of this extra help. The writing centre environment is believed to be conducive to learning for those intimidated by the atmosphere in the ordinary classroom where they are open to the criticism of both the instructor and their peers.

There are some drawbacks to a centre which concentrates solely on the improvement of writing. Many students remain unconvinced that they should spend extra time improving writing skills when they also need to cope with the assignments associated with their regular courses. The writing which is stressed in these centres is usually directed to writing needed for the English classroom, and many students undervalue these courses. They fail to see the relevance of working on English skills, when many of them are also doing poorly in other areas of academic concern. Students often prefer to devote extra time to these other disciplines, and, accordingly, the level of motivation for working on improving writing skills is considerably diminished (Maxwell, 1979; Roueche and Snow, 1977).

Then, too, there is the problem of carry-over of the skills to actual writing. Although many students do perform quite well while they are working in the centre, they are unable to demonstrate any marked improvement when they are asked to produce on their own. It appears that they have not learned to internalize the skills when the stimulus of the writing centre instructor or environment is not available to them (Maxwell, 1979).

The student's perceptions about the staff of the writing centre are also the source of additional concern. Often students are intimidated by instructors, not wishing to expose their problems to a person in authority. If the centre is only staffed by teachers, then many students are reluctant to attend even when they are specifically referred for assistance. Accordingly, their pattern of attendance is erratic, and many fail to appear after the initial session.

Irregular attendance is a problem faced by teachers of compulsory developmental skill courses, in general. Students resent the uncomplimentary labelling they receive by attending these classes and so they simply decide not to attend rather than suffer the humiliation associated with being enrolled in a remedial course (Cross, 1975; Hayes and Dielh, 1982; Maxwell, 1979; Roueche and Snow, 1977). This feeling of apprehension is so widespread that, in many institutions, the very word 'remedial' has become anathema.

Writing centres which employ student tutors seem to be more successful in attracting and retaining tutees. The tutors are not considered to be authority figures and tend to be viewed as less critical and more understanding than instructors. If the tutors are well trained, they can effect some positive change in the writing skills of the poorer students, as some underprepared students tend to be more responsive when working with peers rather than instructors (Maxwell, 1979).

Reading centres. The situation in centres at the college and university level which concentrate solely on the improvement of reading skills is similar to that described for writing. These centres provide additional help to students whose reading skills have been judged inadequate for college level demands.

In a reading centre, the student often meets with a specialist who diagnoses the areas in which the student should improve and provides him with exercises and materials designed to help him develop his reading skills. The student may work with an instructor, a reading specialist or independently. Some reading centres also offer the opportunity for students to learn in small groups, if the institution does not offer any other source of reading improvement.

Reading centres also offer classes in study skill development, as reading personnel believe that reading and studying at the college and university levels are interrelated processes. In most reading centres, the skills taught to the students comprise techniques for previewing a textbook, for reading for main ideas, for summarizing, reading graphs, charts and diagrams and other activities related to reading for content. The emphasis may also be placed upon methods for improving speed and comprehension in easy-to-read material, or skimming and scanning techniques. These skills are often taught as a discrete set of procedures, however, and are not related to any specific discipline or subject area. Students work on these skills in the abstract, and are not given any specific guidance about means for integrating the new skills with their old study behaviour in the subject in which they are experiencing difficulty.

While the students may gain some advantage from practising the skills presented in these centres, many of the same criticisms which are levelled against writing centres can also be made about reading centres. Once students begin to feel the pressure of assignments from their other courses, they are less likely to be diligent about attending extra sessions in the reading centre. This is especially true if they also believe that they are labelled as inferior by attending special lessons in an environment designed only for those who are considered to be academically underprepared.

Centres which offer individualized instruction in reading and studying by peer tutors seem to have greater appeal for students who need the additional help. The rate of persistence with these extra courses appears to be higher when tutors rather than professionals provide the special instruction, for the reasons noted above.

Study skills centres. Centres which concentrate on the improvement of students' study skills generally provide the services of either trained study skills specialists or peer tutors. Those that include the use of counsellors often combine psychological counselling with instruction in study behaviour. Sometimes these centres have comprehensive testing programmes that assess the aptitude of the student for a particular course of study as well as his area of weakness in studying. These centres provide individual counselling about areas of concern to the student and attempt to integrate the knowledge gained from the psychological interview into the individualized programme of study skills.

The content of the study skills packages available to the students is geared to their special needs, with an attempt made to teach students methods for applying general study skills to specific course content. Students can learn these skills by attending special adjunct classes in study techniques for the course in which they are experiencing difficulty, or they can be instructed in the most effective methods on a one-to-one basis (Maxwell, 1979). Students learn how to apply the new procedures to those courses causing them difficulty, and they become convinced of the validity of attending the extra study skill sessions when they see an improvement in their grades through the active utilization of the appropriate study methods.

Many research studies in the past five years have demonstrated the effectiveness of integrating study skills with content. Those centres which teach students study skills in a vacuum are less likely to have any major success in improving students' study behaviour, even when the appropriate methods are presented on an individualized basis. A classroom approach to teaching these skills is equally ineffective unless an effort is made to tie the skills to actual learning in a specific discipline.

Any promise of success in this area lies with an individualized approach which meshes skills with content, and provides the student with the opportunity to discuss the effectiveness of the skills in his own unique situation, on a regular basis, with a trained individual. This methodology appears best suited to all types of personalities, as long as the individual is motivated and determined to apply the techniques in all his subjects. The guidance of a peer tutor who has already learned to use the techniques in his own courses provides a powerful model for the tutee, and gives him a measure of confidence that he too can eventually succeed in his courses if he follows the procedures outlined. (See Section IV of this report). While study skill counsellors can introduce students to effective study methods, the peer tutor model offers this additional dimension which reinforces the ideas taught even more firmly.

B. Tutoring Programmes

Research studies indicate that institutions of higher learning which provide some form of learning assistance centre record better academic performance for under-prepared students than do those without these services (Roueche and Snow, 1977). As described above, several different models exist. The common component of those which are most successful, however, seems to be the existence of a structured tutoring programme, in which specially selected peer tutors are trained to instruct their colleagues in reading, writing and study skills, either alone, or as part of a programme of individualized instruction in a specific subject. The effects of tutoring on both the tutor and tutee have been extensively researched, including the impact on achievement level and overall attitude. The influence of programme length and content has also been investigated. From all perspectives, tutoring has been shown to be an extremely powerful tool in programmes of remediation.

There are several advantages to the use of students to help students. First, this system is a cost efficient one, as tutors are not as expensive to hire as are trained professionals, if they are to be paid at all. Some systems, such as the one in existence at Champlain-St. Lambert, provide the students with a course credit rather than any remuneration. In addition, as long as the tutors are given training in tutoring techniques, they can provide effective instruction to several students during a semester. Using a pyramid structure, with an instructor or centre co-ordinator in a supervisory role working with several tutors, each of whom then tutors two or more peers, a large proportion of the student body can be given individualized instruction in basic skills and subject content, thus ensuring that all those willing to receive the tutoring can be assisted in the areas in which they are experiencing difficulty.

One of the most comprehensive studies of the reported effects of tutoring was conducted by Cohen, Kulik and Kulik in 1982. These researchers completed a meta-analysis of 65 studies which presented results of tutoring on children at elementary and secondary levels, narrowing the number of relevant studies by choosing only those that reported on tutoring activities that took place in the classroom. There had to have been a quantitatively measured outcome for both a tutored and non-tutored group for the study to have been included, although the authors rejected any such studies which included subjects of different aptitude levels, or when the tutor had been specifically instructed to review content for an up-coming test.

The analysis of the results from all 65 studies showed conclusively that the examination performance of tutored subjects was better than that of subjects who received no such treatment. Those programmes which were more structured produced greater effects. This is in keeping with all of the advice offered to potential organizers of tutoring programmes, in which stress is placed upon the importance of the training and supervision of the tutor (Mavrogenes, 1979; Schwartz, 1977; Woodruff and Kerwin-Boudreau, 1980).

The length of the programme was also of significance, for Cohen et al (1982) found that the shorter the duration of the tutoring, the more effective it was. This conclusion contrasts with opinions expressed by Mavrogenes (1979), for one, who found that the greater the length of the tutoring, the more effective it was. However, Mavrogenes (1979) is describing the impact of tutoring from one study, while Cohen et al (1982) compared the results obtained from over 60 studies. Their observations are based on more complete data than that available from a single study. From the on-the-spot observations made in the tutoring programme at Champlain, time spent and relative effectiveness of the programme seem to be a function of tutee need more than any pre-determined length for the tutoring sessions.

The content of the tutoring sessions had an impact on the effectiveness of the programmes, according to the study made by Cohen et al (1982). They found greater effects when lower order skills were taught and when mathematics rather than reading was the subject of the meetings. Students who were tutored showed greater gains on locally developed tests of content than when standardized tests were used.

Only a few studies mentioned in the Cohen et al (1982) meta-analysis included any data on attitude change. From those results which were discussed, it appears that those who have access to tutoring generally exhibit a more positive attitude toward subject matter than their non-tutored peers. Interestingly, there was no significant effect on self-concept for the tutored group; however, only a few studies actually measured this aspect. Attitude and self-concept change are difficult to gauge, and for this reason few studies use this variable in their research. Those that do often include a global self-concept or attitude scale, and few actually produce significant results. As Wylie (1979) states, these global self-concept scales rarely include information about students' feelings about themselves as they relate to academic endeavours. It may be that only this specific type of self-concept scale will show changes in self-esteem after a successful programme of tutoring or other academic undertaking.

In the majority of studies where data were reported, tutors showed greater achievement as a result of teaching and had more positive attitudes and a generally enhanced self-concept, when compared to control subjects. The authors cautioned, however, that the effect here was small and the results should not be generalized to any tutoring project.

Jackson and Van Zoost (1974) support the findings noted by Cohen et al (1982). They taught study skills in eight sessions to 30 students. Half the group were also instructed to tutor their peers in the application of study skills. Both groups significantly improved their study skills as a result of their participation in the course, although those who also tutored study skills performed even better than their non-teaching colleagues.

Freemouw and Feindler (1978) used both a professional counsellor and peer tutors to teach study skills to underachieving individuals. From their study, they found that both groups who received this instruction significantly improved in their study behaviour. They concluded that both a professional and a peer teaching model in study skills were effective.

Allen (1975) has presented several articles in his book entitled Children as teachers which demonstrate the effectiveness of tutoring at all levels, with emphasis on its impact for young children. Schwartz (1977) showed the powerful ramifications of tutoring in the research project which assessed the performance of college students who tutored high school students. Beaman et al (1977) found that the peer-monitoring programmes in an undergraduate psychology course worked to the advantage of those students who actively involved themselves in the tutoring, although those who took the programme less seriously showed no differences when compared to their peers.

For most educators, tutoring has proven its value. Roueche and Snow (1977) write that tutoring has a long tradition in higher education. They state that it is also one of the few developmental programme components with research-based evaluation data. Maxwell (1979) writes that tutoring is individualized instruction. Group instruction, she writes, even under ideal conditions, must be supplemented by individualized instruction if all students are to learn well. Maxwell states that in college classrooms where group instruction through lectures is the norm, some students will need intensive help, and most students, even the brightest and most highly motivated, will need individual instruction at various times as a supplement to group instruction. If the instructor is unable (owing to the large size of the class) or unwilling to provide individual help, then tutoring can fill the gap.

The research underlines the value of the tutoring process. Tutors and tutees gain in knowledge of subject area content or in basic skills. The tutor benefits from learning how to communicate ideas and to organize thoughts, while the tutee gains an advantage from the immediate feedback he receives on his performance. Perhaps more importantly, both members of the dyad learn how to develop a rapport with another individual and to become mutually responsible.

Tutoring in a learning centre. One major advantage offered by a learning centre is the opportunity for individualized learning such as that found in a tutoring programme. As mentioned above, learning centres can, and often do, provide other types of services in addition to those of individualized instruction. It is this latter service which differs from the assistance offered in a traditional setting, as each person who receives tutoring does so at his own pace and in those areas in which he is most in need of help, rather than in content judged to be of value to an entire class. This personalized instruction also allows for the development of a rapport between tutor and tutee, so that the tutee receives feedback and support not only about his performance in a specific academic area, but also in more personal ones.

Some writers feel that more attention should be paid to the role that a person's view of himself has on his academic performance, believing that the individual who has met only failure in the school setting throughout his career will always have negative feelings about anything related to academic work (Bills, 1981; Hayes and Diehl, 1982; Roueche and Snow, 1977). Some educators also state that instructors should take care to offer positive reinforcement at all times to those who might be classified as high risk or non-traditional students. Many teachers would state that they do not have the time or the consistent contact to be able to constantly build up a student's view of himself. On going tutoring makes this possible. It is this particular aspect of the learning centre which seems to offer most promise for those trying to assist the underprepared or struggling student to adapt to life in the post-secondary setting.

The clientele. What kinds of students traditionally use the learning centre and its tutoring service? While initially tutoring services were established for students with low academic averages from high school, the surveys conducted by Cross (1976), Maxwell (1979) and Roueche and Snow (1977) indicate that students of all levels of ability will use the service, if it is available, at some time in their academic career. As Maxwell (1979) points out, the wealthy and elite have always hired tutors for their children, and in some historical eras, tutoring was the main avenue to learning. In addition, Maxwell writes, tutors have long been available in colleges and universities, if a student could afford to hire them. Academic departments keep lists of qualified tutors, and some departments (particularly in the sciences and mathematics) pay students to tutor lower-division students.

Maxwell (1979) describes her experience as a director of a large voluntary tutoring and skills programme. She found that many underprepared, non-traditional students as well as insecure, traditionally prepared students seek tutoring when the curriculum includes required courses taught in large lecture sections and students perceive the professors and teaching assistants as indifferent, punitive, and unavailable. She writes further, that in some courses, almost every student may need individual assistance, and if help is not available from the instructor, the more assertive students seek help from their friends, other students, or even their parents. Freshmen may feel too intimidated to ask these others for help, and therefore prefer to seek tutoring from a programme in which they know the assistance they will get is nonjudgmental and will not have a negative effect on their course grades.

Maxwell (1979) summarizes the conditions under which tutoring demands will be heavy:

1. The material is difficult for the average student to learn or highly abstract in content, students lack the appropriate pre-college preparation, the competition is strong, or classes are taught in lectures. (Examples are chemistry, calculus, statistics, and economics).
2. The professor stresses theory and expects students to be intellectually mature and have excellent reading and writing skills that are higher than the average student possesses (for example, political theory courses, anthropology). Student difficulties are manifested as problems in reading and comprehending the material or as problems in determining which topics to address in a term paper and how to organize the paper.
3. There is a group of students whose skills and background are lower than those of the institution's typical students.
4. There is little opportunity for individual conferences between instructor and students, or students perceive the instructor as distant, uninterested in them, and unapproachable.

Relevance of a Tutoring Programme for Quebec

The Cegep system in Quebec was designed to educate students of all levels of academic ability. The diversity among students and colleges implies that most, if not all of the conditions listed by Maxwell (1979) above, apply to the Quebec college scene. For these reasons it would appear that each college should provide some structure for students requiring extra assistance outside of the regular classroom.

This does not imply that students should be encouraged to use the services of a learning assistance centre in lieu of consulting with teachers. The demands of increased class size and additional course sections will mean that instructors will not be able to meet as frequently as previously with students needing help. A learning centre system can be used as a learning adjunct for students, while reducing the amount of time that individual instructors will need to meet with students needing additional help.

The experience gained over the past five years indicates that a learning centre which offers individualized tutoring to the student population can have a positive effect on the academic as well as the psychological well-being of Cegep students. Teachers participate actively in the process by acting as resource individuals for the tutors. In this manner, everyone, including instructors and students, can benefit from the services offered in the centre.

A detailed explanation of the process used to establish the Student Learning Centre at Champlain-St. Lambert is presented in the next section.

THE CHAMPLAIN-ST.LAMBERT STUDENT LEARNING CENTRE

ITS HISTORY

A journal of developmental and remedial education recently printed the definition of the successful learning centre. The authors wrote:

> The successful Learning Center is the one providing services for all students and faculty on a campus. Is being all things to all people possible for any Learning Center operated by humans? Of course, not really, but Learning Centers with a variety of services to meet the spectrum of needs and with the flexibility to fulfill expected and/or necessary roles seem to be consistently reporting positive impacts and results. These characteristics likely will continue to mark successful Learning Center programs in the future as well (Peck, Bulakowski, Buck, Caldwell and Wilson, 1981).

The Student Learning Centre at Champlain-St.Lambert appears to meet the criteria noted above. Evidence of its success is provided in the table in Appendix A. Every semester (except Winter 1983) since Winter 1978 there has been an increase in the number of students using the facility as well as in the number of students who have applied to be tutors.

The learning centre has not only catered to those who have formally requested tutoring. Some students have discovered it as a place to study, to meet with other students taking the same courses, and to work with the materials housed in it, many of which are directed at the improvement of basic reading, writing and study skills. In addition, each semester an increasing number of faculty members have chosen to take advantage of the books and documents stored in the centre, either by referring students to these materials, or by borrowing them for instructional purposes. From most accounts, it appears that the learning centre is viewed as a useful part of our institution.

The growth in popularity of the Student Learning Centre resulted from a conservative and deliberate attempt at developing students' learning skills through an emphasis on improving performance in subject area material through the integration of study skills with content learning. This approach has been actively endorsed by the students, who have seen its merit and have advertised the centre to their friends. Each semester, some students announce to the learning centre personnel their regret that they did not avail themselves of the services in light of the performance of their tutored friends.

I. Background Information

A. Prehistory: the College Reading Programme.

The seeds of the present Student Learning Centre were sown with the establishment of the College Reading Programme in 1976, a project which is still in operation at Champlain-St. Lambert. Initially a cooperative venture of the English and Psychology departments of Champlain-St. Lambert and John Abbott College, the programme focuses on students judged to be below college level in reading level as judged by a standardized test of reading ability. These students are offered an integrated package which includes an English course, and a Psychology course, combined with the requirement that participants tutor at local high schools.

The English course is designed to help students develop their general reading ability through practice in the various skill areas which constitute the reading process. This is accomplished by presenting students with the opportunity to work on improving their rate of reading and level of comprehension, on developing their vocabulary skills and, most important, their study techniques.

In the first three weeks of term in the English course, students are instructed in the appropriate methods to use while tutoring in reading at the local high schools.

The purpose of the Psychology course is to acquaint students with the basic laws of learning, illustrating to them how these laws affect everyday lives. Students are introduced to the theory of behaviour modification, including such techniques as the application of reinforcement to increase behaviour and the use of punishment to decrease it. Students are shown ways that they can use these principles to advantage while tutoring their assigned high school student. In addition, they are asked to apply the theory to their own activity while studying. In a project which stretches over eight weeks, students are required to monitor their own study behaviour, reporting on the strategies they use while completing their assigned work and the amount of time spent on homework each day. Emphasis is placed upon the necessity of using the study skills which have been presented in the English course in a programme of effective and efficient study procedures in all subject areas.

An integral part of the two courses is the tutoring which the students offer at the high schools. Each participant in the project is assigned a grade seven student at one of two area high schools, and they are expected to tutor this pupil in reading for ten one-hour sessions spread over the semester. This tutoring time is in addition to the six hours per week that the college students spend in the English and Psychology courses.

The tutoring component of the two courses is deemed extremely important. As all the literature on tutoring has shown, both tutor and tutee benefit from the process, with the tutor learning as much from the experience as the tutee. In this programme, it is assumed that the tutor must assimilate the effective reading strategies learned in the English course in order to effectively tutor these techniques to the high school student, thus reinforcing his own development in this area.

Two research reports on the effectiveness of the Programme have been submitted to the Ministry of Education in Quebec. In both the 1976 study and the follow-up investigation of 1977, the results showed conclusively that those who tutored made significant gains, pre-post tutoring, on a standardized test of reading, when they were compared to peers in a non-tutoring control group (Schwartz, 1976; 1977).

This programme has been in effect at Champlain-St. Lambert since the first experimental years, 1975-1977. The majority of those who participate in this voluntary project express their delight with the entire experience, concentrating on the marked improvement in their reading and studying as a result of their exposure to the theory and practice presented in class. For many students an especially rewarding aspect of the project is the satisfaction they derive from tutoring another individual. Many students report that they learned more than just new skills by tutoring: they gained insight into ways of dealing with another individual and many state in their final report that they developed tolerance and an understanding of others' problems from the tutoring. The development of these very important social skills is one of the most important by-products of the College Reading Programme. (For full course descriptions see Appendix B).

Implications of the College Reading Programme

The enthusiastic response of the initial participants in the College Reading Programme served as the launching pad for the Student Learning Centre. In some ways, the [illegible]a for the Centre came directly from the students themselves. Many o[illegible]se who had tutored in the high school in 1976 were so excited by their teaching experience that they asked for a second level course. At the same time, faculty and administrative personnel were becoming aware that many students in the college were not performing as well in their courses as they might, were they given additional assistance. Some of these students were actively seeking the services of tutors from Academic Advising or Student Services. The juxtaposition of interest and demand came at a propitious moment, as many interested parties on campus began to explore various mechanisms directed toward those students who were failing their courses.

The experience of the College Reading Programme served to direct attention toward the suitability of using students to assist students. As a result of the project, there existed in the college a group of students who had been given training in tutoring techniques, and who had experience working with other individuals. In addition, graduates of this programme were aware of appropriate study techniques and could instruct other students in effective methods for applying specific studying strategies to any discipline.

A combination of all of these factors ensured that the proposal to establish a Student Learning Centre, staffed by student tutors, would be well received.

B. Other background events.

In January 1977, several individuals who were working with underprepared Cegep students at English language institutions met to exchange ideas. At this meeting, the Champlain participants were informed that two other English Cegeps had already established learning assistance centers. At Dawson, there existed a Student Learning Centre, while at Vanier a Reading Centre offered students the opportunity to work on their reading skills. One of the programmes at Dawson also included the services of trained tutors, and the person in charge of this project reported that these peer tutors were most effective in helping other college students in need of assistance in developing their reading and writing skills.

This information served to reinforce the belief in the concept of a Learning Centre that had been formulated. As other Cegeps had already instituted learning assistance centres, we had a precedent to present in our discussions with the administration. That Dawson also effectively used the services of tutors was another positive point in our favour, especially as our Reading Project had already demonstrated that student tutors could improve the academic performance of other individuals. Additionally, a large body of literature existed to underline the effectiveness of tutoring for all concerned.

C. Initial planning stages

Armed with the ideas that we had gained from our reading of research reports on Student Learning Centres and from this January meeting, the two faculty members from Champlain approached the Academic Dean with our plan. We had decided on a Student Learning Centre structure which would offer the services of trained tutors to students requesting help in any of the subjects offered in the college. The student tutors would receive a course credit for the work that they did in the Centre, and they would be supervised by the course instructors, who would be responsible for selecting those suitable to tutor and for training them. Grades would be awarded for tutoring, based on final reports submitted at the end of each separate tutoring programme and from individual meetings held weekly between the instructor and the tutor. The tutors would be responsible for finding a tutee, from the requests submitted, for arranging the meeting times and doing follow-up on the tutee. We also hoped to have the services of a clerical assistant for a few hours each week to take charge of ensuring that materials and supplies were available.

The Academic Dean was quite receptive to our ideas and gave us permission to pursue our plans. He agreed that we could have some space on campus for the Centre, although the actual location was left unspecified at that time, and he endorsed our idea of developing a credit course specifically for tutors in the learning centre. We were also promised some funding to establish the centre.

The next step involved getting the approval of the Academic Council. We presented our plan to that body in early 1977, and received their endorsement. With this backing, our initial politicking was complete, and all that remained to finalize the actual procedures was to establish a mechanism for granting the tutors a credit.

Several different procedures could have been followed at this point. In order to facilitate the process, the Academic Dean suggested that the student tutors be given an English credit until a more permanent course could be approved. The English department was approached for their approval of this procedure, and department members enthusiastically agreed to allow us to use one of the option category courses for our purpose. This was always seen as an interim measure, however, as it was intended that we apply to the Ministry of Education, through the Board of Governors, for permission to offer an institutional course which would allow all students the opportunity to enrol in this complementary course, regardless of their programme of study.

D. A final note

One other experience offered us support for the type of Student Learning Centre we had presented. In summer 1977, the two faculty members from Champlain attended the First Annual Seminar for Directors and Staff of College Learning Centres which was held at the University of California at Berkeley. During the week long conference, we were able to meet with the staff of established learning centres to discuss problems and procedures associated with these centres. Much of the information we received corroborated the intuitive feelings that we had developed about the appropriate measures to follow in our own centre. We also returned with materials which were useful for the students we expected to serve, and more concrete ideas about approaches to use when training our students to act as peer tutors to the Champlain population.

As a result of our own experience and the information we had gleaned from all these sources we felt confident about the potential success of our operation, and were prepared to begin operation in the next academic year.

II. The Development of the Centre : 1977-1983.

Many changes have occurred in the structure used in the Student Learning Centre at Champlain-St. Lambert since its inception. This section is designed to present the reader with information about these modifications. Some of the events surrounding the evolution of the centre have been positive, while others have been less encouraging. The sections which follow describe in detail all aspects of the operation of the centre, including its physical resources, the materials available in it, and the responsibilities of the personnel associated with it, for example, the clerical assistant, the course co-ordinator and the tutors and tutees. A detailed explanation of the budgeting process is also presented.

As will be noted from the descriptions, some requests have been met with enthusiasm, and it has been comparatively easy to have our needs fulfilled. At other times, obstacles have been put in our path, and information has not been forthcoming, especially in the area of budget. The tone of these sections is therefore less positive.

The responsibility for ensuring the smooth operation of the Student Learning Centre has rested with the author of this report for most of the years that it has been in existence. Even with indirect support from other members of the academic community, she has been the person most directly involved and this situation has occasioned some of the problems associated with the administrative details governing its status on campus. Although this situation existed from her own choice, there is a realization that many of the flaws apparent in the structure might have been avoided if others had been active in the centre. She would advise anyone interested in establishing a similar centre to the one at Champlain to involve others in its operation from the outset.

A. Physical resources.

The Student Learning Centre did not have a permanent home for the first year of its existence because of the lack of available space in the college. For fall 1977, we were allotted the use of a small office on the ground floor of the building. In this room we stored materials for the use of the tutors at both the high school and college level, but the room was so cramped that it was impossible for the college tutors to do any real teaching in the available space. Those who did manage to tutor found other areas in the college, making extensive use of the seminar rooms in the library (locally called the Resource Centre).

It became obvious that more spacious quarters needed to be found if the Student Learning Centre were to operate effectively. The Resource Centre presented itself as a suitable location for several reasons.

The Resource Centre remains open from 8:00 a.m. to 9:00 p.m. for most weekdays during the academic term. By establishing the centre in the Resource Centre we were able to increase the range of possible tutoring times. Students can use the room and the materials at their convenience, even outside of regular class hours. With the Student Learning Centre situated in the Resource Centre the additional factor of security for the books and materials was covered, as all students have to exit from the library through the electronically controlled gate and the monitoring in effect for the main collection could be extended to the items belonging to the Student Learning Centre.

The atmosphere in the Resource Centre is conducive to study. Tables and carrels are available for student use on both floors, and they are always occupied by those working on assignments and projects. The environment in the library suits the general philosophy that we had decided upon for the Student Learning Centre: accessibility and openness combined with studiousness.

Several seminar rooms are located on the second floor, where all the books and materials are stored. The largest of these was not used as frequently as originally envisioned for the small group meetings for which it was designed. This room appealed to the Centre organizers because of its size and location, with the extra benefit of the study-oriented surroundings in which it was situated.

There was an additional advantage to the establishment of the Student Learning Centre in the Resource Centre. It was the philosophy of the organizers that the materials housed in the Centre should be available to any student who wished to use them. Many of the books and some of the materials were expected to be useful to students enrolled in the various skills courses taught on campus. Although some of these students would not need or want tutoring, they could still benefit by having access to the resources in the Student Learning Centre. By setting up the centre in the library, we could have all the materials catalogued in the main Resource Centre files, indicating to students that they were housed in our room. This eased any problems of obtaining the relevant books and opened the room to even greater numbers of students.

The size of the room we had chosen also made it possible to store in it the materials for the College Reading Programme. This allowed the participants in this project to have greater access to the materials they needed for their tutoring programmes, and encouraged them to spend time browsing through the high school workbooks and planning for their sessions.

We were fortunate that the head librarian was receptive to our overtures. By Winter, 1978, the Student Learning Centre had been established in the selected seminar room and although the facilities were not elaborate, they did allow us to begin operation on a more or less full-time basis in that semester.

As has been described elsewhere, the use of the Student Learning Centre increased dramatically that first year. The growth in the number of student users made it apparent that the original room would not be large enough to accommodate all the students who requested assistance, even by maximizing its use over all the available hours. At the same time, instructors in Chemistry were looking for a space they could use for a drop-in Centre, to be staffed by department members. After some discussion, it was agreed that they would take over our original room, while a slightly larger area (about 400 square feet) then used for study carrels, would be enclosed for the Student Learning Centre.

The construction of the new headquarters for the learning centre was completed over the summer of 1979. Sliding glass doors were inserted between the Chemistry Centre and our room, allowing students to overflow into either area. Shelves and other necessary accoutrements were installed in the new area in time for the beginning of school in the Fall.

The physical arrangement of the room is one of its many attractions. Large windows line one entire wall, and contribute to the general air of brightness that permeates the Centre. Small trapezoidal worktables, scattered informally about the room, promote the desired non-hierarchical, non-threatening atmosphere. The arrangement of materials on colourful shelves makes them appear even more inviting. The filing cabinets are always open for students, who make good use of their contents. The carpeting on the floor also adds warmth to the room. These factors have all contributed to the generally positive tone that surrounds the Student Learning Centre.

B. Materials.

The wide variety of materials available through the Student Learning Centre was specially selected to serve its dual, related raisons d'être: the College Reading Programme and the college students themselves. The Centre's collection embodies our philosophy of comprehensiveness, diversity and ease and universality of access, within the limits imposed by physical and budgetary restraints. While the books held by the Centre have been assigned Library of Congress numbers by the main library staff, and are listed in the Resource Centre card catalogues, we have tried to make them immediately available to those frequenting the learning centre by devising a unique classification system.

All materials available in the centre have been analyzed for their content, and classified according to which of the three skill areas: reading skills, writing skills or survival skills, they specifically emphasize. Survival skills refer to effective study procedures in general as well as specific approaches for test taking, for note taking, for exam anxiety reduction and study concentration improvement.

Each of the three skills is represented by a major colour, with reading skills coded green, writing skills, yellow and survival skills navy blue. Within these broad categories are listed sub-skills relating to the main category, and each of these is represented by a separate colour, prefaced by the major colour of the category. By looking at the charts on the wall, students can select the colour-code associated with the skill area on which they wish to work. Reference to the appropriate file box provides the student with a choice of several colour-coded index cards, each of which contains the name of a book with the required exercises. The call number appears in the corner of the card allowing the student to immediately access the book on our shelves without having to consult the main index on the first floor of the library. This system provides the student with more information about the content of the books than he would find under the general listings found in the library card catalogues. A full listing of the categories included in the colour-code system may be seen in Appendix C.

The majority of materials provided for the students relate to basic skill improvement and includes texts with exercises designed to improve reading, writing and study skills. Some refer specifically to study skills pertinent to specific subject areas, such as accounting, humanities, mathematics, science and social science. In addition, many of the textbooks used in the courses offered in the college are available to the students while working in the centre. Several copies of standard reference works, such as dictionaries, thesauruses, style sheets and writer's guides are also easily accessible. Similar information is found in the filing cabinets.

Over a period of five years, a lot of material has been gathered in the Student Learning Centre. Students have contributed class notes and course hand-outs which they have found useful for themselves and for their tutoring. Parts of the manual entitled A Guide to Behavior Change, which was developed by the psychology instructor for the course associated with the College Reading Programme, have been filed for student's wishing to improve their study behaviour. Members of the English and mathematics departments have generously denoted copies of their personal notes or class tests.

Popular additions to the collection of the Student Learning Centre have been the six pamphlets published by the Student Service of the Association of American Publishers. The titles in this series cover most of the topics of interest to students (See Section V). Copies of these are stored in a magazine rack where they are easily accessible.

There are few media resources for the students. Under supervision they may listen to any of the five test anxiety de-sensitization tapes, or they may watch a specially prepared video-tape on cognitive behaviour modification through the use of positive self-instructions.

A full listing of the resources available in the Student Learning Centre may be found in Appendix C. Annotations about some of the most popular books under each heading are included in Section V.

C. Personnel

i. Clerical support. There has been an erratic history of clerical support in the learning centre. In the first year, 1977-1978, we were allotted the use of a student helper for six hours per week. Her tasks included updating the files, ensuring that adequate supplies were available and placing the requests for tutoring in the tutor binder. Even though she was diligent about completing her duties within the time she had available, the required activities were quite overwhelming, and, although we coped in that first year, it was obvious that, as the centre became busier, we would need help of a more consistent nature.

For the following year, the centre organizers negotiated with the administration for additional hours of support. In 1978-1979 we were granted student help for 20 hours per week. After a selection process, we hired a student who had been a participant in the College Reading Programme, as we felt that she would have some familiarity with the types of activities we wished the tutors to include in their tutoring, having used them in the previous semester. From her experience of tutoring at the high school, she would also be able to offer advice to tutors who had not had previous occasion to tutor.

We were pleased to have the extra clerical support in the centre, although we also had misgivings about the use of a student to accomplish the variety of tasks needed for the smooth operation of the centre. Our fears were justified. The student we had hired was also carrying a full course load. She was enthusiastic and diligent about carrying out the assigned tasks, but the burden of a demanding job and all her course work was too much for her. By the middle of the Winter semester, she suffered a complete collapse, which necessitated a withdrawal from her courses and the work in the learning centre. We managed to fill the gap with the help of three other students, but there were complications. With two instructors giving directions and three people to carry-out the tasks, there were many instances of duplicated work or uncompleted activities resulting from communication breakdown. From this we realized that the learning centre could only operate efficiently if we had full time help of a more permanent nature.

A full-time person was hired for the year 1979-1980. She was not engaged easily, however, as the administration was reluctant to commit itself to establishing this new position on a permanent basis. Other factors served to ease the way for [illegible] of a temporary full-time person. The two organizers of the centre applied for a grant from the Direction Générale d'Enseignement Collégial, Service des Programmes. The purpose of the grant was to evaluate the effectiveness of the Student Learning Centre, by comparing the performance of those tutored in the Centre with that of students enrolled in one of four English classes. In order to accomplish the objectives of the grant, we had asked for funding for a clerical assistant. When the application was approved, the administration agreed to hire a person to complete the various activities associated with the research, and, concurrently, to complete any tasks required for the efficient operation of the centre.

The person hired for both of these activities was one who had been enrolled in both the College Reading Programme and the peer tutoring course. In the Fall semester, she was also registered for two courses at the college, but, with arrangements for flexible hours in the learning centre, neither her course work nor the operation of the centre suffered. In addition, she capably completed all of the activities required for the evaluation which we had undertaken. She had many skills which were useful to us in that year. As a graduate of the two tutoring programmes, she was well aware of the materials available in the centre. She had tutoring experience, and was able to offer valuable advice to the new groups of tutors from both projects. Having experienced both the positive and negative aspects of the courses, she was able to provide the organizers with invaluable suggestions about ways to improve the structure of the course, the resources in the centre, and the general working of the system. In many ways, her input erved to make the centre even more useful to students than it had been previously.

The grant, and its funds, ran out at the end of the 1980 academic year and we were again left without a commitment for clerical assistance. The administration was reluctant to guarantee a position for the learning centre. We began negotiating with the Campus Director and Academic Dean in June 1980, and although they were somewhat supportive of our request, they were hesitant to ensure that the position would exist for the following academic year. It was only in July of that year that a final, positive, decision was made again to hire an assistant on a temporary, full-time basis.

At that point the success of the learning centre was evident. The evaluation completed for the grant had shown that students did benefit from its services, even though those tutored did not demonstrate as much gain on the standardized measures used in the assessment as those in the College Reading Programme. Student use of the centre had increased and many other students were actively requesting permission to enrol as tutors. These positive factors indicated that the needs of the students were being met by the services offered in the Centre. We, as faculty members, also knew that we could not undertake the clerical responsibilities associated with the centre, and stated that the only possible way for it to function effectively was to have a full-time person responsible for the daily clerical tasks.

By July, 1981, four different assistants had been engaged under temporary conditions to complete the clerical work in the centre. Each year, the course instructor had to train the new person, an activity which took a great deal of time and effort and detracted from regular teaching duties, including the supervision of the learning centre tutors. It was obvious that another approach was needed.

A final solution was reached in July, 1981. With the departure of the clerical assistant from 1980-1981, provision was made for the engagement of a full-time, permanent assistant for the learning centre. The fact that the position had been made a permanent one assured at least the appearance of continuity from one year to another, as it was assumed that anyone hired would remain for longer than one year. The awarding of another grant in 1981-1982 for follow-up research on the tutees made it easier still, as part of the salary of the clerk was paid for from the grant funds.

A full description of the various duties of the clerical assistant in the Student Learning Centre is presented in the next section of the report and in Appendix E.

ii. Faculty support and input:

a. the co-ordinators. The idea for the Student Learning Centre originated with two faculty members: the author who is a member of the English department and her colleague, Susan Kerwin-Boudreau, who teaches in the Psychology department. From the beginning it was a co-operative venture, stemming from our involvement in the College Reading Programme. We first discussed the feasibility of establishing such a Centre and the type of structure which we thought would be viable. Our experience with the tutors at the high school level, and the reading we had done as a result of this project, convinced us that student tutors were indeed a potentially powerful tool to use to help other students in need of assistance with their studies. The background that we had developed in order to teach the reading and psychology courses which constituted part of the College Reading Programme provided us with many ideas about the ways that student tutors could integrate study skills into individualized tutoring programmes, regardless of the subject being taught. And despite the reluctance of some instructors to admit that peer tutors could effectively help other college students, we were convinced that they could and would perform their task well.

It was the faculty members who took charge of the establishment of the Student Learning Centre at Champlain-St. Lambert. We made the arrangements for the location of the centre in consultation with members of the administration and we designed the course for tutors. We ordered the materials which we thought would be most appropriate and we oversaw all details of the original organization. We were never officially given any other responsibilities except to teach the course for tutors, although in some semesters, in recognition of the extra work which the centre entailed one or both of us received some release time from regular teaching duties. At no time could we ever devote all of our energies to the running of the Student Learning Centre; we always had other teaching tasks to perform while we concurrently took charge of its administrative tasks.

For the first two years of its existence, the learning centre and the tutoring course were a joint responsibility of the two originators. In Fall 1980, Susan Kerwin-Boudreau returned to full-time teaching of other courses in the psychology department, leaving the supervision of the centre and the training of the tutors to the author. Susan did volunteer her time to assist at one of the evening training sessions dealing with the psychology of tutoring and study skills when conditions made this possible.

From this background information it may be seen that the structure of the Student Learning Centre at Champlain-St. Lambert is somewhat unique. In many institutions, learning assistance centres fall under the jurisdiction of Student Services, and are staffed by professional counsellors. Sometimes these centres also offer the services of peer tutors, but rarely do these students receive a credit for the tutoring they do. They are either paid out of the Student Services budget, or are remunerated by those asking for the tutoring. Academic Services are also responsible for learning centres at some post-secondary institutions. Again, they are directed by someone who is considered a professional counsellor or academic advisor, rather than by a faculty member, even when courses are offered through the centre.

The responsibilities associated with the tutoring course are described in Section III: the working model of the Student Learning Centre.

b. Other faculty support

The faculty of the college have almost always been most supportive of the two projects described in this report. Presentations made to any body with faculty representation have been well received. All submissions made to the Ministry of Education have received prior approval from members of the Academic Council, and minutes of that organization record in several places motions of congratulations for our efforts. In addition, discussion about the Student Learning Centre and the College Reading Project at various meetings of Department heads has been positive and encouraging.

Initially some instructors did balk at the idea of students teaching other students their subject matter. Some teachers were quite negative about the approach that we had developed, especially as they felt that we had no expertise in many of the areas most in demand for tutoring. These members of the faculty complained to members of Academic Services and were quite vocal in their disapproval of our methods. Over the years, however, as they saw the success achieved by students who had been failing their courses, they often became our most ardent supporters. Now there is little negative feedback about the tutoring from instructors on campus.

Individual faculty have supported the centre in other ways by contributing materials and articles which they believe will be useful and by giving freely of their time to assist tutors who have questions about the content of the courses they are tutoring. Rarely has a tutor found that an instructor was unwilling to provide guidance. Many instructors have commented on the improved performance of students receiving the tutoring and have given tutors old tests and class notes to use in their individual tutoring sessions.

The positive light in which the Centre is viewed may be seen by the number of students who request tutoring because their instructors have told them about its value. Although the actual number of direct teacher referrals is relatively small, many of those who receive tutoring have asked for it on the advice of the course teacher.

D. Administrative and official support.

In February, 1977, the two instructors gave a presentation about the Reading Programme and the proposed Student Learning Centre to members of the Academic Council. At that meeting, a motion was passed which gave support for the incorporation of the College Reading Programme into the college curriculum. At the same time, the Academic Council passed a motion endorsing our plans for the establishment of the Student Learning Centre. In April, 1978, we were asked to return to give a progress report about the first year of its operation. Based on the discussion which followed our presentation, the Academic Council passed two motions. One supported the continuation of the College Reading Programme, and the other stated that the Academic Council should be consulted in the evaluation of the Reading Project and make recommendations about its continuance or changes in its programme, including such information as:

a) statistics concerning the number of students by programme involved in the Reading Project and in the Learning Centre;
b) follow-up data on the performance in other courses of Reading Project students and Learning Centre users;
c) an appraisal of the year's activities by those responsible for the project;
d) appraisals by students involved in the project and centre.

Following this, Council members congratulated us for the 'fine work on the Reading Project and Learning Centre'.

Each time that we have requested funding for research from the Ministry of Education we have presented our objectives to the Council where they have been generally unanimously supported.

Other evidence of the support of the instructors and other members of the college community is provided with the financial backing approved at a General Assembly. In 1978, Union members agreed to pay half of the cost of one section release time for the co-ordination of the two projects, with the administration contributing the other part.

In December 1981, after an extensive budgetary review, the administration announced that they were closing the centre along with other services which they deemed to be costly and superfluous in a time of budgetary restraint. The support of the faculty for the services offered by the Student Learning Centre was most evident at this time. The union executive and other individual instructors were willing to protest vigorously against this decision and had several plans readied to try to make the administration reverse its decision. Other events caused the administration to eventually cancel their plans, but the open condemnation of the intended move was proof of the status that the learning centre had acquired on campus.

ii. Administrative input. At our college, the responsibility for running the centre has rested with the faculty members who teach the credit course for tutors, with the administration only casually involved until recently. While the original proposal for the establishment of the centre was enthusiastically received by the Academic Dean, and he did work to facilitate its institution, he has somewhat ignored the existence of the centre unless presented with a problem relating to its operation. In five years of operation, he has only made one visit to the centre during the academic term. In most semesters the extent of his involvement has stretched to discussing the budget with the course instructor and the person overseeing the budget and receiving the end-of-term reports which are issued. He has, however, been supportive when the instructor has presented proposals for research about the centre.

Other evidence of support from the administration has been its willingness to contribute toward the cost of the one section of teaching from which the nominal co-ordinator has been released each semester until the present. The Academic Dean has initiated the discussion about the cost of this with other members of the administration, and has actively pursued its approval in the budget. This funding has only been necessary for three years, however: for the academic year 1978-1979 and 1980-1981, the administration assumed the full cost from its own budget, and they split the cost with the teacher's union for 1977-1978. In the other years, the author has received grants from the provincial government, including the cost of release time. She has used the research time to complete the activities associated with the grant proposals and concurrently to oversee the smooth operation of the Student Learning Centre. There is no provision for this release time for the academic year 1983-1984.

Other funding needs of the centre have been discussed and approved by members of the administration, although, as described above in the section on clerical support, convincing the campus director of the necessity of a full-time clerical assistance has not been easy. The history of the funding for the Student Learning Centre and the College Reading Programme concludes this section.

The Registrar has also been involved in some aspects of the learning centre. He has enabled tutors, regardless of their programme, to select courses on the first day of registration, permitting the tutors greater choice and offsetting potential problems of timetable conflicts between the required hours for the tutoring course and other compulsory classes for which the students must register. He has also been most helpful in smoothing the way for the acquisition of any data needed for the research projects awarded the author.

In the past three years, the concerns associated with the day-to-day operation of the Student Learning Centre have fallen under the jurisdiction of the Assistant Academic Dean, who is responsible for Academic Advising. Decisions about the selection of the tutors have been made in conjunction with her and any problems that arise have been solved with her assistance. She is also responsible for supervising the clerical assistant in the learning centre. This indicates a change in the organizational structure of the Student Learning Centre

With the hiring of a permanent, full-time clerical assistant for the learning centre various aspects of the rather loose structure under which it had operated began to be tightened up. In 1981, the assistant began to report to the Assistant Academic Dean, although most of her tasks were set by the tutoring course instructor, as in the past. This meant that many plans had to be discussed with the new supervisor before they could be implemented.

In addition, the duties of the clerical assistant were expanded so that she was required to spend one hour per day working directly in the Resource Centre, reporting to the librarian. These changes developed in recognition of the changed nature of the position, which had been prompted by previous problems associated with the lack of defined lines of communication with administrative personnel.

In some ways these changes have made the work of the course instructor somewhat easier, as there is no further responsibility for ensuring that regulations about working time are enforced. In other ways, the additional links have made extra work, as every step has to be verified beforehand. The personal relationship between the Assistant Academic Dean and the author is a very good one, and so the consultation process has not been overly taxing. Given other circumstances, however, the change in procedures could have been onerous, especially if decisions were made without any prior notice. In organizational terms, this illustrates a classic design flaw, with multiple reporting lines, requiring extra efforts for co-ordination.

E. The tutors and the tutoring course

i.The course. A credit course was designed for students who wished to be tutors in the Student Learning Centre. As noted above, initially the course was offered under the auspices of the English department as an English option course, with the objective of eventually having the course approved by the Board of Governors as an institutional course. Upon receiving the unanimous approval of the Board members in June, 1978 and shortly thereafter notification from the Ministry that this course had been accepted, we were able to enrol all interested students in the course, without restrictions, as this complementary course was open to all those in the college, regardless of programme of study.

ii.The tutors. Detailed information about the selection, training and supervision of the tutors is contained in the next section (Section III: the working model of the Student Learning Centre. It should be noted that those who are selected for the course after five years of operation differ from those who first participated. In the initial semester, we did not advertise for tutors. Instead we asked for volunteers from the group that had been enrolled in the College Reading Programme, as we knew that they were well trained and had previous experience. In addition, these students had been given extensive training and practice in techniques for improving their reading and study skills and were aware of principles of psychology relevant to tutoring. For the first two semesters the majority of tutors came from this group.

The refinement of the training procedures convinced us that non Reading Programme participants could be trained effectively in the ten hours of tutor training required of all peer tutors. By limiting enrolment in the course to graduates of the Reading project, we were depriving the college community of the services of intelligent students who could be excellent tutors. By Fall 1978 we were accepting students from all programmes in the college into the course. By 1983, the balance has shifted so that only ten percent of the tutors are graduates of the reading project.

F. Funding.

There is no easy way to describe the mechanisms used to fund the Student Learning Centre. No separate budget exists for it, but funds have been available for most aspects of its operation. The costs of the College Reading Programme, which include transportation to the high schools, and those of the Student Learning Centre have been intertwined since 1977. Extricating information about specific costs has been an impossible task, and despite repeated requests for the information no one has provided any meaningful figures. The issue becomes even more complicated by the grant funds, which have not been fully accounted for in any budget statement. Operating funds for the Student Learning Centre have come partially from the grants awarded for research in those years that we received them, and from a sub-category of the administration budget in the years that no other sources of funding were available.

An estimate of the costs for establishing the Student Learning Centre and for the yearly operating needs is provided below. A breakdown of the budgets awarded each year is included for additional information.

Funds to establish the centre The initial needs included money to purchase materials and to pay for the salary of a student helper over the summer prior to its official opening in Winter 1978. We were allotted $6,000.00 to meet these needs. Approximately $2000.00 was spent to order books for the centre. An additional sum of $1250.00 was used to pay for the services of a clerical helper over the summer, who made out requisitions based on our recommendations and who coded the books according to our colour-code system. Additional sums were set aside to pay the student helper during the academic year. Costs of printing of other material were borne by the college, as were uncharged costs for technical staff in the Resource Centre to catalogue the purchased materials. The cost of the release time for the instructor was not included. Nor was the money for capital items such as filing cabinets, a typewriter, a clock, chairs and shelving and other incidental expenses such as xeroxing, mailing of letters, and stationery supplies used in the daily operation.

On-going costs. Yearly costs of operating the centre include sums to purchase up-dated material (approximately $500), to pay for the salary of the clerical assistant (classified as a Clerk II), and, in some years the one section release time per semester which is granted the instructor. Although there is a fair amount of xeroxing of materials, including charts and final reports and sessional log sheets, these have not been charged to the budget of the Student Learning Centre. Other operating costs are not charged specifically to the centre, but are absorbed in the general college operating finances.

For those undertaking the establishment of a Student Learning Centre along the lines we have used, these are the primary cost considerations. Below is a yearly breakdown of the funds as they were granted. When analyzing these figures, however, it should be remembered that the budget is confounded by the presence of funds to support the College Reading Programme and grant monies awarded in three of the five years of operation.

i. Budget 1977-1978. An initial estimate of the cost of establishing the Student Learning Centre and continuing to offer the College Reading Programme was made in early 1977, once the Academic Council had given its approval to the two projects. After meetings with the Business Manager, a figure of $6,000 was agreed for the 1977-1978 academic year. Further discussions in July 1977 arose from the increased cost of student casual labour to set up the colour-coding system and catalogue the books. A revised budget was submitted, which included the funds for administering the Diagnostic Reading Test to all in-coming students. These tests were given in conjunction with the College Reading Programme.

A breakdown of the estimated costs was provided under the following headings:

a. Personnel.	
Summer clerical help:	1250.00
Yearly clerical help:	750.00
Statistician	315.00
Honoraria	2000.00
b. Materials	
High School programme	300.00
Student Learning Centre	1000.00
Stationery	1500.00
Miscellaneous	130.00
c. Other	
Transportation to high schools	700.00
Sundries	200.00
Total	$8145.00

Most of these requests were agreed to in the revised budget estimate. Not charged to the Student Learning Centre but also supplied were capital expenditures for the centre, including filing cabinets, chairs and a calculator.

ii. Budget 1978-1979. By 1978, the Student Learning Centre had been established as an accepted structure in the college, although we still needed to ask for funding as a special project, in order to ensure its continued existence (and that of the College Reading Programme). At that time in the college there existed a special Budget Committee, which operated as a permanent sub-committee of the Academic Council. The estimates for required funds for the next school year were submitted to the members of the sub-committee for approval.

The request for funds included anticipated needs for both the College Reading Project and the Student Learning Centre, plus the costs for administering the tests to in-coming students. In our budget statement we tried to separate the finances for the two projects. Under the College Reading Programme, we asked for funds for transportation to the high schools, for printing the manuals which we had prepared for the students in this project, and for books geared to the high school tutoring. The estimated costs for these came to $2308.00.

We asked for $5260.00 for the Learning Centre. Included in our estimated costs were funds for an assistant, for stationery, and for additional materials. Not included in our budget were costs for paying for the release time from teaching (one section per semester) for the person charged with co-ordinating the activities of the centre.

Funds were set aside in the college budget for both projects.

iii. Budget 1979-1980. The status of the Student Learning Centre changed in 1979-1980 with the awarding of a grant from the Ministry of Education. Included in the grant were funds to pay for the researchers' time, releasing the college from any obligation to assume the costs for this aspect of its operation. Nor did the college have to budget for the salary of the assistant in the Learning Centre as this was included in the grant funds. The costs for testing the in-coming students, which were considerably increased due to the additional tests administered to the new students for the purposes of the grant, were also borne by the research grant. Also, as many of the original needs of the centre had been met with the purchase of materials in the two preceding years we did not require as large a budget.

The proposed costs for the College Reading Programme included transportation and the printing of the manuals used in the two courses. In that year, we instituted the practice of selling these workbooks to the students through the bookstore for the cost of the printing, plus commission, considerably reducing the funding needed.

The budget for the Student Learning Centre and the College Reading Project was listed as a sub-category of the administration budget, with the co-ordinator of the Centre having signing privileges for the various areas. The allotments under the various categories are reproduced below.

Casual labour	1,000.00
Fringe benefits	50.00
Travel expenses	600.00
Stationery	100.00
Office Supplies	200.00
Textbooks	1,000.00
Teaching Materials and supplies	1,250.00
Services, fees and contracts (including buses and taxis and the cost of printing)	3,000.00
Total	7,200.00

The details of the funding granted by the college have always been rather hard to determine. Some of the above funds were charged to the grant, which for the academic year 1979-1980 was $44,420.00. In trying to account for the real costs in that year, we were unable to determine the amounts paid for from the research funds and those actually borne by the college. We did not spend, even with the salaries included, $52,200.

iv. Budget 1980-1981. After some discussion with members of the administration, a total of $24,539 was committed to the College Reading Project and the Student Learning Centre for this academic year. Included in this figure are the costs for a full-time person hired for one-year as an assistant in the learning centre, but not the amount allotted for one section release time each semester for the centre co-ordinator. The estimate of funds for the operational costs of the centre and the Reading Project was $8,570.00. Accounted for in this total is the casual labour for the testing of in-coming students ($3500.00) and the printing of the manuals used in the College Reading Project (approximately $3,000.00).

Although the money was committed, several changes were made in the accounting procedures. The costs of testing of new students became the responsibility of the English department, and so these funds were transferred to that department's budget ($3,500.00). The learning centre budget always assumed the costs of printing the manuals used in the College Reading Project, but there was no mechanism for crediting the budget once the manuals were sold, even when the college received the revenue from the sale. Once these were removed from the budget statement, the real costs of the project could be seen. The greatest portion of the remaining funds ($18,039.00) went to pay the salary of the learning centre assistant ($12,285.00), with the remaining money actually spent to operate the two projects ($5,754.00). Once a complete tally was completed, it was apparent that the project only cost the college somewhere in the range of

$3,000.00 in 1980-1981, excluding the cost of the instructor's release time.

v. Budget 1981-1982. Several changes were implemented in the manner of funding and accounting for the costs of the two projects in this year. With the hiring of a full-time, permanent assistant for the Student Learning Centre in this year, the college assumed full responsibility for her salary. As part of her duties entailed working in the Resource Centre, she was listed as a member of that service. The testing of in-coming students became the full responsibility of the English department and the costs of student casual labour were incorporated into the budget of the department. The costs of printing manuals and the revenue from the sale of those workbooks were accounted for in a separate code of the college budget. The College Reading project was funded for transportation to the high schools and other amounts were set aside for miscellaneous supplies for the centre, but, after the general budget review which occurred in December 1981, with all academic departments being asked to drastically cut their costs, the total budget for the Student Learning Centre was listed at $2,700.00.

The author was awarded another grant in 1981-1982, in order to carry out phase two of the evaluation of the students who received tutoring in the centre. The additional funds from the grant made the operation of the centre easier, with some money from it being allotted for supplies in the centre. The college did not have to assume the costs for the release time from teaching, as the one section per semester was included in the grant funds of $25,000.00. Some of the funds from the grant were not spent by the end of the academic year 1981-1982, and these were absorbed into the general operating surplus of the college.

vi. Budget 1982-1983. The budget review of the previous year, 1981-1982, had determined that, without accounting for the salary of the assistant, the actual operating needs of the Student Learning Centre could be met with a budget of $2,700.00. These were the funds granted to the centre for this academic year. By restricting the costs for updating the materials in the centre, this amount covered most of the requirements of the centre and the College Reading Programme.

The awarding of yet another grant for the purpose of writing this report supplied the centre with additional sources of income and covered the release time from teaching of the author of this report for the academic year. Some funds are still left unspent at the time of writing, and a verbal agreement exists that at least part of the residue will be used to purchase new materials for the centre. The remainder will be absorbed by the college.

The description of the actual working model of the Student Learning Centre is included in the following section.

THE WORKING MODEL OF THE CHAMPLAIN-ST.LAMBERT STUDENT LEARNING CENTRE

A fairly precise description of the Student Learning Centre appears in the college calendar. It is reproduced here to serve as a summary of the working of the Centre and its underlying philosophy.

> The learning centre is a logical outgrowth of the College Reading project. In it are housed materials which can help any student become a more efficient learner, in any discipline. It offers, through the services of the trained tutors who staff it, basic instruction in reading and writing skills, as well as techniques for developing effective study behaviour.
>
> The tutors who work in the centre are trained intensively before they begin to work with any 'tutee'. They must enrol in a course entitled: 'To teach is to learn: academic tutoring in theory and practice'.
>
> Each tutor designs instruction for those who come to the learning centre, based on the individual's special needs. As well, any college student may use the facilities and materials in the student learning centre whenever he or she so wishes.
>
> The aims of the learning centre are outlined below:
>
> WHO It's for students, run by students to help other students.
>
> WHAT It offers self-help or guided instruction in basic reading and writing and study skills. Students work with trained tutors.
>
> WHERE It is located in Room B-301, on the second floor of the Resource Centre.
>
> WHEN In his or her free time, any student can drop in to use the materials or make an appointment to be tutored.
>
> WHY It is designed to help any student become a more efficient student.

The Philosophy of the Student Learning Centre

The Student Learning Centre at St. Lambert campus was envisioned as a place for all students in the college, regardless of their level of academic ability. The choice of materials stored in the centre reflected the desire to see the centre used by students who needed assistance with their academic subjects, those who wanted help in developing their basic skills levels and others who simply needed to access extra materials as adjuncts to the work being done in their courses. In addition, as the centre was designed to be an inviting place, we hoped that students would feel welcome to use the room as a place to study while they were on campus.

The St. Lambert model of the learning centre has been structured after similar institutions described by Cross (1976), Roueche and Snow (1977), Maxwell (1979) and Sullivan (1977). It co-exists with regular courses in skills building, offered through the English department. It was never intended to replace the work done in these other classes, although it was felt that many students could benefit from the individualized tutoring provided by the student tutors, based on all the positive results recorded in studies of the effect of tutoring on both tutors and tutees.

The unfavourable press directed at traditional remedial classes in reading and writing emphasized the need to develop an approach to teaching these skills which integrated them with course content. The philosophy developed by the faculty who began the centre was based on the apparent success of programmes which deliberately included the incorporation of skills-building techniques into the learning of subject area material. All those who request tutoring in the learning centre are presented with appropriate techniques for studying, for writing and reading in their area of difficulty while they also learn the content of the courses for which they have requested the tutoring. Those who do not wish to avail themselves of the services of tutors are still encouraged to use the materials provided for the same purposes.

A. The Tutors

a. Selection.

As described above, it was initially intended to use the graduates of the College Reading Programme as tutors to other college students, as they had the knowledge of appropriate study techniques and could instruct others in the implementation of these methods based on their own prior experience and that gained from the high school tutoring.

In Fall 1977, volunteers who had been registered in the College Reading Programme gave up some of their free time to tutor other college students who requested help with the development of basic skills. As the chart in Appendix A illustrates, 15 students acted as tutors to 14 members of the college population needing this additional help. The space limitations existing in that semester made it impossible to cater to greater numbers , and, as the structures of the Student Learning Centre were not officially in place, any tutoring accomplished in this semester was viewed as an extra bonus and a trial run for the actual implementation set for the next semester.

In Winter 1978 graduates of the College Reading Programme were invited to participate in the new credit course entitled 'To teach is to learn: academic tutoring in theory and practice'. Nineteen students elected to enrol in the course and they began tutoring early in the term, after the appropriate training period. At this point, the course was offered under the auspices of the English department as an English option. This placed some restrictions on the types of students who could choose the course, resulting in a heavy preponderance of those following the Social Science programme of study and few from the sciences. The majority of requests for assistance came from those needing help in science subjects, which we were not able to accommodate directly. These students were given some instruction in methods for integrating study skills with their course content, but no tutoring in the areas of science and mathematics. This considerably reduced the numbers of students who could be helped by the Student Learning Centre. The same situation held for Fall, 1978, with the majority of tutors coming from Social Science and Commerce and none from sciences where the need for help was greatest.

In order to meet the perceived need for tutoring in sciences and mathematics, we realized that we would have to change our policy and open the course to any qualified students in the college who wished to tutor for credit. In Winter 1979 we pursued a more deliberate recruiting policy by advertising the availability of the course to any interested student. Although we registered only a few students who had not previously taken the College Reading Programme, we attempted to make the course attractive to academically able students in the sciences in future by meeting with science instructors and informing them about the objectives of the learning centre, hoping that this support would serve to entice students from these areas into the course.

Thereafter the selection of tutors for the Learning Centre became a joint venture of the two course instructors and the Academic Advisors, with the tacit support of instructors. Several weeks before the end of the semester, the Academic Advisors prepare lists of all potential candidates from their mark records. The names of those who demonstrate strengths in mathematics, science subjects, and accounting are given to the personnel in the Student Learning Centre, who send out a letter outlining the course objectives. English teachers also submit names of potential tutors in English, including participants in the College Reading Programme. Those interested in enrolling in the complementary course (by Fall 1979 permission to offer the course as an institutional course had been received) are asked to deliver their completed application form to the assistant in the learning centre, who then prepares a list of the candidates. A further check on the suitability of the students for tutoring is made, after which a letter of acceptance is sent to those permitted to enrol for the next semester (Copies of these letters are included in Appendix D).

In Fall 1979 students also acted as recruiters for the Student Learning Centre course. Several of the tutors in that semester initiated a system of visiting classes where they outlined the course to the students, based on their own experiences. They served as excellent advertisements, so much so that the enrolment for the succeeding semester was considerably increased. At the time of writing there is such a demand for the course that two sections have been scheduled for Fall 1983.

B. The tutoring course

a. Course description.

The institutional course for which the tutors register is entitled: 'To teach is to learn: academic tutoring in theory and practice' (905-101). In the first meeting, students are presented with an outline of the course describing the philosophy developed by the course instructors. Parts of it are reproduced here to serve as a basis for the discussion of the training of the tutors.

> Recent studies have demonstrated that one of the most effective ways to learn material is to teach it. Variations of this approach have utilized 'high risk', bright or average students as tutors for any other students needing help in improving their basic skills and/or in learning

how to learn subject area content. Research on tutoring has shown that the tutor as well as the 'tutee', or the person receiving the help, gains from this experience. It appears that the organization used by the tutor to structure the material for the tutoring sessions reinforces and strengthens his knowledge of the content (Allen, 1976; Schwartz et al, 1977).

The aim of this course is to train college students to work with their peers, tutoring them in basic skills, such as the fundamentals of effective reading and writing and studying, or in actual course content.

Tutors will receive approximately fifteen hours of instruction in the methodology of tutoring before actually beginning to tutor.

Course objectives

This course has a threefold purpose. Tutors will learn techniques for developing a good rapport with each tutee, and for presenting content to him. By this process, it is hoped that the tutor will improve his own communication skills.

Through the explanation of the processes of effective reading, writing and study skills it is hoped that the tutor will upgrade his own behaviour in these areas while urging his tutees to adopt efficient approaches to learning, too. Through the tutoring of content it is expected that both tutor and tutee will develop a better understanding of the subject matter. This is especially true for the tutor; hence the name of the course 'To teach is to learn'.

ii. Evaluation.

Tutors are expected to tutor for a minimum of 25 hours over the semester. In addition, they must meet with the course supervisor weekly in order to discuss their tutoring programmes. They begin to tutor after the training period, which lasts for approximately 12 hours. At the end of each of the sessions, tutors are expected to write up a final report describing the programme for each tutee, and 50 percent of their mark is based on the clarity with which they explain the content of their sessions. An initial assignment based on an hypothetical tutoring situation is accorded 20 marks, with the remainder allotted for progress and diligence in tutoring. (A full description of the course is included in Appendix D).

iii. Course scheduling.

The course is allotted the regular three hours in the timetable but students are informed that they should register for only one of the hours listed in the schedule. These one-hour blocks are used for training the tutors, initially, and later for small group meetings. Given the range of programmes and academic courses taken by the tutors, however, the probability exists that some of the candidates for the course will not be able to register for their required courses and for the time set aside for the tutoring course. In previous years, students have been permitted to enrol for the course even with a conflict in their timetable, and the instructor has set up another meeting time at their mutual convenience.

In order to ease registration for the tutors, and to ensure that they have the maximum amount of choice in their courses, thereby reducing the potential number of conflicts, those selected as tutors are permitted to register early on the first day of registration. This arrangement with the Registrar's office has considerably reduced the problems of course selection for the tutors.

Students are notified that they must set aside extra time at the beginning of the semester to attend intensive training sessions. These compulsory meetings were originally scheduled in one day, but, as it became apparent that seven or eight hours of training was too much to accomplish in this time, the meetings were rescheduled over two evenings. When students register for the course they are aware that this is part of their responsibility as tutors. Anyone who misses these sessions must withdraw from the course. (See the letter in Appendix D.)

C. Tutor Training

The research about tutoring stresses the importance of the training of tutors (Allen, 1976; Cohen, Kulik and Kulik, 1982; Maxwell, 1979). All successful tutoring programmes are founded upon an intensive orientation to tutoring which is mandatory for all those participating, regardless of previous experience.

In order to facilitate the training procedures, the course instructors have prepared a manual for the tutors as well as training video-tapes. These serve as the basis for the ten-hour sessions. Before attending the meetings, students are sent reminder notices, specifying time and place of the meetings, which also include the agenda. They are encouraged to visit the Student Learning Centre to obtain their copy of the training manual, entitled *Addendum: A manual for tutors*, and to read the sections delineated for each evening's presentation prior to attending the sessions. A file folder containing other pertinent information is also prepared for each individual tutor.

a. The agenda

Students are asked to refer to the following sections of the *Addendum*

Session One

Section I:	The Learning Centre -Basic Organization and Sample Forms
Section II:	Beginning the Sessions: Test Results and their Interpretation
Section III:	The Use of Behavioral Psychology in Tutoring
Section IV:	Cognitive Behavior Modification
Section IX:	Sample Lesson Plans

Session Two

Section V:	Part A: Study Techniques Part B: Implementing Study Skills
Section VI:	Reading Skills
Section VII:	Writing Skills
Section VIII:	Bibliography Colour-code System

b. The training sessions.

The presentation in the sessions follows closely the content of the sections in the Addendum noted above. At the beginning of the evening students are given an explanation of the course, as outlined on the course description, which is included in their file. (See Appendix D). The marking scheme and the requirements for weekly meetings and for hours of tutoring are explained and any questions about these are answered.

Following this begins the description of the structures used in the Student Learning Centre to recruit tutees as outlined in Section I. Students are introduced to the forms used by teachers to refer students as well as the ones available on the door of the Student Learning Centre for students to use to request the tutoring on their own. Samples of the forms are included in Appendix D.

i. The forms. Briefly, both forms list the name of the student, with his student number, his telephone and locker number. The course that the student wishes to be tutored in is included, along with a brief description of the areas in which he is experiencing difficulty. On the reverse side of the two forms is a copy of the student's schedule, listing both the courses he is taking presently with the room numbers, and the times at which he is available for tutoring.

There is also space on the teacher referral form for the instructor to make comments about the area to be stressed in the tutoring programme. Instructors can choose to consider the time spent in the tutoring as part of the regular course work, or in addition to it, and they can specify that they wish to meet with the tutor to prepare the tutoring programme, if it is appropriate.(See Appendix D).

As the forms are left in the learning centre, the assistant files them in a binder, divided by the subject area in which tutoring is requested. Tutors are told that it is their responsibility to choose their own tutees from this bank of referral or request forms matching themselves with a student according to the subject they wish to tutor and the commonality of time. Once they have selected their student or students, tutors simply record their name and the date on the form, leaving it in the binder. They are required then to contact the person and arrange for the first meeting. It is specified that they should try to make the arrangements within three days of claiming the tutee, and that the first meeting should occur within one week of the initial matching on paper. This explains why the form includes the tutee's schedule of courses, his home telephone number, as well as his locker number. This allows the tutor either to go directly to one of the classes to make contact, to telephone him at home or leave a note about the meeting time in his locker, and offsets any delays that might arise from problems of communicating over the telephone.

Tutors are reminded that the Student Learning Centre is the most appropriate place to tutor, and that all meetings should occur here, unless crowded conditions make this impossible. As the assistant in the Student Learning Centre often meets the tutees before the tutors do, she can act as a liaison for the first meeting and helps to overcome any later problems that arise from cancelled meetings and such.

During this orientation period, tutors are shown the form that they are to use for recording each lesson plan and the card on which they list the hours they have spent tutoring. The lesson plans (see Appendix D) are compulsory, and tutors are expected to bring these to the weekly meetings to serve as a basis for discussion of the techniques they are using in their programmes. The cards were designed to keep track of the hours spent tutoring, so that an accurate account of the progression toward the 25 hour minimum could be maintained. As these are stored in the Student Learning Centre, the instructor has constant access to them and can monitor the progress of the tutors, even when she does not meet with them.

Presentation and discussion of these administrative details concludes the first part of the training session.

ii. Beginning the Sessions. One of the major objectives of the instructors has been to ensure that the tutors integrate reading and study skills into their programmes, regardless of the discipline being taught. Emphasis is placed on the importance of assessing the tutee's strengths and weaknesses in these areas early in the sessions, in order to begin immediately to instruct him in techniques appropriate to the subject area. This is based on the feeling that many problems result from ineffective study skills, and a lack of knowledge about how to study efficiently, rather than from major difficulties comprehending subject matter.

For many years, Champlain-St. Lambert has tested in-coming students in reading, writing and study skills in order to place students in the English course deemed most suitable for his needs. Each student receives his results from the tests before he registers, and those who appear to have weaknesses in writing are informed that they are required to enrol for a course in composition during their first semester at the college. Any student who indicates problems in reading and study skills is told to seek help from the tutors in the Student Learning Centre, or to enrol in the English course entitled 'Effective reading and writing', either alone or as part of the College Reading Programme. Most students who have difficulties in these areas are not eligible for either of these course options during the first semester. The tutors in the learning centre can help these students with their studying while also showing them how to adjust to the demands of the college environment.

For these reasons, during the training sessions, tutors are re-introduced to the diagnostic tests which most of them sat for prior to their first year at the college. They are asked to complete the Study Habits Checklist (Preston and Botel, 1967) which consists of 37 statements each of which refers to a specific study behaviour. Students rate each on a five point frequency scale referring to their own behaviour. The students are taught how to evaluate their own responses and they are encouraged to refer to the tutee's own Study Habit's Checklist during the first meeting to determine whether the use of study skills is a problem for that person. All of these scales are filed, alphabetically, in the Student learning Centre, and are accessible to the tutors with the aid of the assistant and the permission of the tutee.

During this part of the training procedures tutors are shown how to use the results from the Diagnostic Reading Test (The Committee on Diagnostic Reading Tests, 1974) in their tutoring programmes. A computer print-out of the results on this test is stored in the Student Learning

Centre and tutors have access to this list with the help of the learning centre assistant.

Other assessment devices are also explained to the tutors during the second part of the training. The Survey of Study Habits and Attitudes (Brown and Holtzman, 1965) is given to the tutors to complete, and once corrected, tutors are shown how they and their tutees might benefit from an assessment of their scores on this scale. The attitude inventory prepared by Susan Kerwin-Boudreau is also included to show tutors how attitude and skills can influence performance in academic work.

These diagnostic tests are presented to the tutors as potential materials to be used in their tutoring programmes. The importance of evaluating study behaviour, regardless of the content of the tutoring programmes, is emphasized, although it is also stated that the results from these tests may not really reflect the current practices of the tutee, because of time lapse, or attitude while sitting for the placement tests. Tutors are encouraged to begin each tutoring programme by discussing possible areas of weakness with the tutee, but they are also told that anyone who seems reluctant to proceed with the study skills related to their problem area should not be forced to follow a study-skills programme. Experience has shown that those who refuse to talk about study skills in the first sessions often ask for assistance in this area later in the semester, when work accumulates and their marks are not as good as they might have expected.

iii.The use of behavioral psychology in tutoring. Section III of the Addendum contains an overview of some of the psychological principles which can be used effectively in a tutoring programme. Under seven sub-headings, tutors are provided with brief explanations about ways that they can use to develop a good rapport with the tutee in the first session, and mechanisms for proceeding thereon. Employing the principles of behaviour modification, tutors are encouraged to use positive reinforcement and contingency management to ensure that only the appropriate responses are rewarded and any negative statements are ignored. Tutors are also urged to be organized and consistent in their presentations, so that the tutee always knows how to respond. Attention is paid to the possibility that the tutee will make negative or derogatory comments about his ability in the subject area and tutors are instructed in mechanisms for ignoring this behaviour or actively overcoming it . In Section IV of the Addendum a full explanation of the use of positive self-statements and cognitive behaviour modification in the tutoring programme is provided. For those who have not had any experience with these techniques a full discussion of the implications of these theories is included in this part of the training session, with those who have learned about the principles in the Psychology of Learning course (350-360) being asked to contribute ideas from their own knowledge.

iv.Video-tapes At this point in the sessions, tutors have been provided with enough information about the tutoring so that they have some sense of familiarity for the basic organizational structure and the methods that they can use in their initial sessions. In order to demonstrate even more effectively the content of the tutoring, tutors are shown two video-tapes which have been specially produced for the training of the Student Learning Centre tutors. These video-tapes were made by former tutors, at the end of their semesters. Both tapes illustrate a variety of situations that a tutor could encounter and provide solutions to some of the potential problems. Before they watch the tapes, the tutors are given work sheets listing the titles of the various segments. They are asked to pay attention to the statements appearing at the top of the sheet and to then assess each presentation according to the criteria listed. At the end of each individual segment, the tutors are asked to jot down their impressions about the situation depicted. Responses are invited from the tutors and answers are compared. The various comments offered by the tutors serve as the basis for discussion about what is appropriate behaviour and what is not, while also underlining the variety of situations which the tutor could encounter. The discussion after each segment is used as a teaching model, and tutors are told to take notes on each problem area as reference for their real tutoring.

The situations portrayed on the two video-tapes are included below. The work sheet for the first series of tapes is included in appendix D.

Video-tape I: Tips for Tutoring (1979)

SEGMENT ONE

An Introductory Session.

> This scene shows a tutor and tutee meeting for the first time. The tutee is experiencing difficulties in Biology, and tells the tutor about her problems. The tutor is sympathetic and supportive but also tries to tell the student that she seems to

have some weaknesses in her basic skills and could benefit by working on implementing study skills into her tutoring programme in biology. The tutee is not especially enthusiastic, but, after some further discussion, agrees to at least try some of the techniques which the tutor explains briefly, telling the tutee that it is the philosophy of the student learning centre that the most effective learning occurs when study skills are integrated with content. They end by working on note-taking skills.

SEGMENT TWO

Working with a Math. Textbook

In this segment, a tutor and tutee are working on Calculus I. The tutor uses the textbook as the basis for the discussion showing the tutee how it is organized and where to find the appropriate formulae and graphs in the book. A careful explanation of the steps to follow in solving problems involving limits is given by the tutor, who then asks the tutee to complete a problem. When she makes an error, because she did not follow all the steps presented by the tutor, the tutee is asked to reiterate the steps and then to try a different problem, clearly stating which techniques she is using.

SEGMENT THREE

The Success of the Student Learning Centre.

This unit contains a more humorous look at the typical student who has three term papers due in the next week. She is overwhelmed by the amount of work which she has to accomplish in the short amount of time available. Her friend, however, is totally organized and is busy editing a rough draft of the English paper both have to write. The disorganized student asks for tips on organization, and after her friend has told her about the inherent distractions of loud music and too many visual inputs in her study environment, she asks her where she learned all her excellent study habits, including note-taking and paper organization. This scene is a direct plug for the Student Learning Centre, as the good student tells her friend that two weeks of working with a tutor in the learning centre changed her whole method of study. The poor student agrees to request a tutor and the denouement comes two weeks later when she announces that she has been given an 80% on her term paper as a direct result of implementing the skills which the learning centre tutor had presented.

SEGMENT FOUR

A very poor tutor and an excellent one.

The final scene in the video-tape illustrates the impact of a patronizing, rude tutor on a tutee who is experiencing difficulties in physics. The tutor, who is extremely organized, does not respond to any of the questions asked by the tutee, except to say that he should not be that stupid, as all the concepts were explained to him in class. As the session progresses, the tutee becomes more and more anxious, but tries to hide his upset by appearing bored and disinterested. The tutor, thinking that the tutee is unmotivated and wasting his time, throws up his hands in disgust and concludes the session by stating that the student is the worst tutee he has ever had and that he should forget about the tutoring or find someone else to work with him.

In contrast with this scene, another pair of tutor and tutee work on the same material but create a totally different, more appropriate environment. The tutor tries to use concrete examples to show what happens with a travelling wave, and constantly asks the tutee questions to ensure that he has fully understood all that has been said. He exemplifies the model tutor.

These video-taped scenes were written by some of the tutors who were enrolled in the course in the Fall, 1979. They created the situation which they wished to illustrate and acted out the skits. All of the segments are introduced by Susan kerwin-Boudreau, who emphasizes the areas that new tutors should note. At the end of each scene, the instructor summarizes the content, referring to the notes which appear on the screen listing the important aspects.

A second video-tape was made by students in Fall 1982. Three groups created and acted in different skits, trying to illustrate techniques which they felt were missing in the original production. The content of this second tape is listed below.

Video-tape II: Typical Tutoring Techniques

SCENE ONE

An Introductory Session.

John and Kim have never met and they are both somewhat uncertain about who the other is. John enters the Student Learning Centre and asks the assistant if she knows who Kim is. Once the introductions have been made, they settle down to work. They discuss John's problems with his mathematics course and try to set up common objectives for the tutoring sessions. They briefly look at John's Diagnostic test results, but decide that he does not have any major problems with study skills, but rather with understanding the concepts of the math. course. They then settle down to work on some of the content he needs to learn for the course. After a suitable amount of time they conclude the first session, and arrange for another meeting later in the week.

SCENE TWO

An ineffective tutor and an overly enthusiastic one

This segment is divided into two scenes, to show the contrast between a good and bad tutor. In the first segment, Ronnie meets Louise for the initial meeting, and asks her where her problems lie in physics. She tries to explain, but he is patronizing and makes derogatory comments. He introduces her to the textbook, making the assumption that she has no understanding of the basic organization of it or of where to find information. Every time she attempts to ask a question, he cuts her off. After the briefest of explanations about the area she does not understand, he throws several problems at her telling her to solve them immediately. As she works through them, he sighs and grimaces and generally disconcerts her. When she says that she has finished, he looks at her work, says that some of the problems are right, but many are wrong, but gives her no guidance. He then walks away, leaving her in tears.

In the second part of the scene, the same tutee meets with another tutor, who is so enthusiastic and welcoming that she almost overwhelms the tutee. She gushes about her interest in helping the tutee and about her involvement in tutoring, in general. She praises everything the tutee does, and tries to be as gentle as possible when showing Louise her mistakes. While initially rather uncomfortable with this extroverted tutor, the tutee begins to adapt to her manner and asks all the questions which her first tutor had refused to answer.

SCENE THREE

An intimidating tutee and a model tutee

This segment, too, was divided into two parts. In the first skit, the tutor is confronted with an extremely unco-operative tutee. He barely pays any attention to the comments made by the tutor and refuses to do any of the exercises she has prepared for him in French, the subject he requested tutoring in. He sprawls beside her, staring off into space. As she tries to catch his attention, he pulls out a pen-knife and begins cleaning his nails. Later he lights a cigarette and blows smoke in her face.

However, the tutor never loses her aplomb, and simply offers him one more chance to do some work. When he refuses, she picks up the materials she has brought to the session and

> begins to walk away. At this point, the tutee decides to be somewhat more co-operative and settles down.
>
> In the second part of this segment, the tutee is so organized and so pompous that he begins their first session by telling the tutor exactly what he wants from the tutoring. He shows her his neatly organized class notes and his course tests.
>
> He informs the tutor that the 80% that he is currently earning in the French course is not high enough, and he expects her to help him get 90's. He insinuates that if he does not meet his objective, it will be because she has not been effective.
>
> The students who wrote both these skits tried to illustrate how the principles of psychology could be used in the tutoring sessions. In the first part, they intended to show the effect of ignoring undesirable behaviour and reinforcing only the appropriate ones. In the second part of their production, they tried to illustrate the impact of unrealistic goals on some student's view of the tutoring and how the tutor should work with the tutee to set objectives which are both attainable and realistic.

Both of these video-tapes have been well-received by the student tutors. They report that seeing the situations illustrated, far-fetched as some of them may be, gives them a better understanding of the potential problems they might encounter. It also helps them to understand how they should structure their own tutoring sessions, and makes them more sensitive to some of the negative comments which they could make and the possible impact of these on tutees who already feel insecure about the content of the course, and sometimes their ability to do academic work.

v. The first assignment. After the discussion about the content of each of the segments, the tutors are presented with their first assignment. Tutors are asked to create an hypothetical tutee, and then to design a tutoring programme for him or her. They are given a list of several points to consider, and are told to write a full character description of the individual, giving aspects of his background in the subject matter and in study skills. They are required to include the results from the Diagnostic and placement tests administered to all in-coming students, and to explain those areas in which the tutee might need to improve. Once they have thoroughly presented all these items, the tutors are asked to create six consecutive sessional log sheets, describing the activities they would use when tutoring the student in whatever subject area they have chosen.

Tutors have three weeks to complete the assignment. The objective of it is to familiarize them with the procedures and materials available in the Student Learning Centre, and to accustom them to organizing for the tutoring sessions. Tutors are told to be consistent in the types of activities they use over the six weeks, and to ensure that they follow-up on any exercises they assign from one session to another.

Each semester the tutors have been asked whether the assignment was a useful exercise for them. The almost unanimous reply has been that it served to orient them to the Student learning Centre and the materials included in it, and that it gave them a good preparation for the real-life tutoring when it began, usually in week four.

A copy of the assignment is included in Appendix D.

At this point, the tutor training for the first evening is concluded.

Training Session Two

The second evening of tutor training sessions begins with an introduction in the Student Learning Centre. In order to accommodate the large number of tutors, the group is split, with one group arriving 30 minutes before the other. Each group is shown where all the materials are stored and is given the opportunity to browse through the filing cabinets and the books on the shelves. Tutors are given an explanation of the colour-code system and the method used to file the requests for tutoring so that they will feel comfortable in the room and be aware of the resources available for their use. The assistant in the learning centre usually attends these meetings and she explains her function to the tutors. In this manner, the tutors are made to feel as welcome in the room as possible.

Once both groups have been given their orientation to the centre, the entire class reconvenes in the classroom to continue their training.

vi. Study Techniques and their implementation. Section V of the Addendum contains a fairly complete discussion of the study techniques which students can integrate into their tutoring programmes and describes in detail how the tutor can implement them into the sessions. Tutors are asked to refer to this section of the manual as the instructor explains each idea. They have been asked to bring one of their own textbooks to the second evening of training, so that they can see the relevance of the techniques to material which is familiar to them.

To begin, students are taught how to rate the readability of a text, using the SMOG formula, and they then apply the technique to their book. It is explained to the tutors that some of their tutees may have difficulty understanding an assigned text because it is written at level which is beyond their reading level. Using the SMOG formula, tutors can judge whether the tutee can, in fact, effectively use the text, and if not, they can try to find other materials in the college collection which contain similar content but are easier to read for the tutee.

Stress is placed on the importance of learning how a text is organized, and so the tutors are asked to list the common features of a well-written text, and to describe why it is important to be aware of these aspects. By referring to their own book, students can rate the usefulness of the text according to whether it contains these important features. They are encouraged to spend time in the early part of the tutoring sessions going over the organizational schema used in the tutee's text.

Following these preliminaries, the tutors are re-introduced to effective study strategies. They are presented with theories about the influence of the environment on concentration and learning, and encouraged to talk to their tutees about how their place of study might be improved. Time management techniques are outlined, with the students being presented with a copy of the daily schedule form, on which they are asked to record all their activities during the day. This provides them with an insight into the amount of time they actually have available and illustrates to them how they can use all the hours of the day to their advantage if they actively employ the principles of time management. Tutors are encouraged to integrate the schedule into their tutoring programmes so as to demonstrate to tutees how they might use their own time more efficiently. Emphasis is also place on the necessity of doing follow-up on the tutee's success in implementing these techniques (See Appendix D).

As part of the second evening of the tutor training, students discuss the effectiveness of previewing a text before beginning to read it. They are given time to practise skimming and scanning over a chapter at this point in the training. Note-taking techniques, including the BAM method, are explained to those who have not used it before, and all students spend time making notes on a short passage, which are then compared for content. The technique of mapping the ideas contained in a chapter is also presented with illustrations.

Tutors are presented with the techniques appropriate to writing an examination, regardless of whether it is an objective, multiple-choice one or an essay type. An outline of a text written on this subject is discussed with them.

Tutors are made aware of the reluctance of some tutees to implement any of the techniques described. In order to help them convince tutees of the value of these methods, tutors are introduced to some of the exercises used in the Psychology of Learning course. Seven assignments from the manual A guide to behavior change have been included in the Addendum for their reference. To begin, tutors are given an explanation of goal-setting strategies, and they then complete assignment number 1, 'specifying the target behavior'. Assignments number 2 and 3 are more time-consuming and are not often used by the tutors, but they are given an explanation of the graphs used to gather baseline data on the amount of time spent studying over a two week period, and the use of reinforcers to motivate students to study. If tutors decide to use these assignments, they can also incorporate a study contract into their tutoring programmes, as is outlined in assignment 4.

One area that most tutors can use in their tutoring programmes is the use of self-instructions while studying. Many tutees express negative sentiments about their ability to perform adequately in the subject area and some research indicates that these negative thoughts influence eventual outcome. Those tutors who notice that their tutees are, in fact, extremely negative about the subject can use the hand-out from A guide to behavior change about the use of self-instructions during study as a basis for discussion with the tutee. In addition, a video-tape has been prepared to illustrate exactly how these self-statements can interfere with studying, and how they can be changed for a more positive outcome. At this point in the training sessions, tutors watch two of the segments included on the tape, and a discussion afterwards is used to further emphasize the value of monitoring the tutee's statements so that a more positive approach can be developed.

Using the above as a basis, students are asked to think about the ways that study skills can be integrated into the content of the tutoring programmes, regardless of the subject area being taught. Reference is made to the different reading and writing techniques necessary for the various disciplines, and tutors are grouped according to the area they intend to tutor in, so that they can discuss the methods which will be most appropriate for their subject. After the presentations by subject, the final evening session of training ends.

vii. Class meetings After the seven or eight hours of initial training the tutors have been introduced to most of the techniques relevant for their programme. However, they are required to attend the one-hour meeting for the first five weeks of term, so that other information can be provided.

Class one is usually a question and answer period. Tutors are given the opportunity to ask about the content of the training sessions and its relevance to them. Many students want to have additional information about the assignment and about the method used to select tutees.

Classes two and three concentrate on reading and writing techniques which were only mentioned briefly in the training session. These are most important for those tutoring in the language skills.

Class four presents the tutors with techniques for reducing examination anxiety and for preparing tutees to take tests. The tutors listen to tape one in the series of five designed for test anxiety de-sensitization.

In class five, tutors are given an explanation of their responsibility about completing the various versions of the final report. There are three versions of this form. The majority of tutors work with tutees for five hours or more, and thus must complete the long final report. Those who tutored a student for four hours or less complete the brief final report, unless they only met once. In order to keep the files up-to-date tutors fill out a basic information form for those in the latter category, using a format entitled the very brief final report. Copies of these forms are found in Appendix D.

viii. Tutor responsibilities. Tutors are required to complete a minimum of 25 hours of tutoring over the duration of the term. They can accomplish this in a variety of ways, although the usual practice is for one tutor to work with two or three individuals in the semester. For each tutee they must complete a final report, as outlined above. (See Appendix D). Once the tutor has met the objective, however, he may choose to complete the reports, thereby finishing the course. Most of the tutors elect to continue tutoring beyond the minimum number of hours required, but some are anxious to concentrate on their own studies and like the flexibility that has been built into the course. Those in this category often finish their tutoring and the final reports by week ten of the term, at which point, having met the objectives, they receive their course mark.

Some tutors have an unfortunate experience with their tutees. There is never a guarantee that the programmes will last for five hours, and so some tutors end up meeting with five or six different students over the term. Generally these programmes are all of short duration, and so the tutor is only required to complete the brief version of the report. This makes the actual number of final reports required of the tutors impossible to predict, and so some students end up having more work to complete than others.

All tutors are required to meet weekly with the course instructor to discuss their progress, as no direct supervision is done at the time of the tutoring. These meetings are held individually or in small groups, because of the large number of students enrolled in the course. Tutors are marked on the regularity with which they appear, their diligence in contacting tutees, and the overall sense of organization they exhibit from their sessional log sheets which they bring to the meetings. If there are no problems, the meetings are extremely short. If the tutor is having some difficulty with a tutee, a longer meeting may be necessary. These meetings serve a base-touching function, however, and the importance of attendance at them cannot be over-emphasized.

D. The Tutees.

Students in the college may request tutoring in any of the subjects offered in the curriculum, and as long as there are tutors capable of instructing them in the subject, they will receive the help needed. There are two ways for the tutees to request help: by completing a self-referral form, which is available on the door of the Student Learning Centre, or by being referred by an instructor or an academic advisor. In either case the tutee completes the form with his name and student number and telephone number and with a copy of his schedule for the semester. He is also asked to delineate the times which are most suitable for him to be tutored, choosing at least three time blocks so that the potential tutor has some choice.

Once the form is given to the assistant in the Student Learning Centre, she files it in the binder, where the tutor locates it under the designated subject area. The tutor contacts the tutee for the first meeting, which is usually held in the centre itself.

i. Responsibilities of tutor and tutee. During the training sessions, the tutors are told that they must make it very clear in the initial meeting that tutors and tutees have a mutual responsibility once the contact has been made. Generally in the first meeting they decide upon one time to meet regularly. Both tutor and tutee are expected to appear at these meetings, as arranged. The tutee is informed that he should make an attempt to cancel a meeting if something interferes. He can call the local of the Student Learning Centre and leave a message, or he can appear himself to write a note on the blackboard. The tutor is expected to do the same.

There has been a great demand for the services of the tutors in the past four semesters, and there are usually some students waiting to be contacted by a tutor, especially late in the term. The policy has been established that a tutee who does not appear, and who does not cancel the meetings, will be dropped from consideration if it seems that there is a pattern of no-show developing.

Some tutees request tutoring early in the semester, in the expectation that they will have trouble with the course at a later time. The tutor makes the contact, only to be informed that the tutee does not really need help immediately. No firm policy has been evolved to deal with this situation, with the choice of waiting for an eventual call left to the tutor. Early in the term this does not cause problems, but as the semester progresses, and tutors become anxious about completing the required number of hours, these tutees present some difficulty. Usually the tutor is told either to forget about the person, or to make one final call to determine the status of the tutee. Many in this group will announce that they do not need the tutoring, but they are a cause for concern because they have taken up a place which another may have used to his benefit. Lately, the instructor has tried to make the tutors take a firmer stand early in the semester to avoid the problem.

ii. Matching. The matching of tutor and tutee is a random operation, and rarely do they know one another prior to the first meeting. The system works surprising well, however, for in eleven semesters there have only been four or five complaints from tutees about the tutor assigned to them. As much as possible an attempt has been made to find someone else to tutor, with the task of informing the tutor about the switch left to the instructor. More frequent are complaints that the tutees are irresponsible about appearing for the meetings, with the onus for determining the cause of the erratic appearance left to the tutor. In most cases, tutees do not come for the sessions because of other commitments or because they have decided that the extra time is not worth the effort. It is their lack of motivation rather than the performance of the tutor which underlies their absences.

The popularity of the Student Learning Centre ensures that there are always enough requests for the tutors in most of the areas. By the end of the first week of classes, we have usually received over 40 forms, with the majority of these from students needing help with mathematics and science subjects. English tutors have a harder time finding individuals to tutor. Most of those tutored in English are referred by their instructors, who usually wait until they have corrected the first assignment before making the tutoring request. In most English courses the first work is not scheduled until week five, with correction taking somewhat longer. This means that those wishing to tutor in English must wait until mid-term to begin their tutoring, while many tutors in mathematics and science begin directly after the initial evening training period. As a result of this, English tutors often do not accumulate as many hours of tutoring as their colleagues from the sciences.

iii. Hours of tutoring. No policy has been determined about the optimum number of hours for tutoring. Tutees can request help for one or two hours in order to understand one specific aspect of a course, or they can decide that they wish to have the services of the tutor for the entire semester. The flexibility built into the system ensures that most requests can be accommodated. Toward the end of the semester, however, it does become difficult to receive help in certain areas. As much as possible, tutees are encouraged to make their requests before week 10 if they are serious about the tutoring. For those who come at the last minute, some attempt is made to find assistance, with the instructor sometimes convincing tutors to work with two individuals in the same course, simultaneously. Some tutors are quite willing to make these adjustments, while others find it difficult to deal with more than one person at a time. Thus the availability of tutoring time at the end of the semester is dependent upon the personality of the tutors and their enthusiasm for doing more than the required amount of tutoring.

Any student who requested tutoring but did not receive it during the semester is sent a letter prior to the beginning of the next term. A form of apology is contained in the note, and a promise that they will receive priority for the next semester is given, as long as they stipulate that they do wish to receive the tutoring by a set date (See Appendix D).

iv. Advertising. There has been little need to advertise the services of the Student Learning Centre. Fliers are put around the college outlining the types of activities associated with the centre, and a full description of it appears in the college calendar. During the orientation period, students are advised of its existence and encouraged to make use of the facilities. The majority of instructors in the college are also aware of it, and urge those not performing well in their courses to avail themselves of the centre's tutors.

E. The Student Learning Centre Assistant

Since Fall, 1979, there has been a full-time assistant to work in the Student Learning Centre. Over that time her job description has evolved, depending upon the circumstances in place for the year. She is now a full-time employee of the college, who reports to the Assistant Academic Dean, with the majority of her daily tasks set by the instructor of the tutoring course. This situation will change next year, when there is no grant work to be completed as part of her duties. Then she will work in the centre under the full direction of the Assistant Academic Dean, except for one hour per day when she will work directly in the Resource Centre.

The assistant is classified as an 'Agent de bureau II'. Among the general qualifications required of her in the job description was the ability to work w'th diverse groups and individuals. The specific duties are enumerated below.

The incumbent will:

1. provide general assistance and information in the Student Learning Centre;
2. file books and materials according to they system established in the S.L.C.;
3. maintain and up-date files;
4. complete requisitions and other order forms according to the instructions provided;
5. administer and score standardized tests and exercises;
6. collect and code statistics;
7. receive and process requests for tutoring;
8. type correspondence for the Student Learning Centre
9. perform other related tasks as required.

In the academic year 1982-1983, an attempt was made to itemize those tasks which the assistant did on a daily basis to determine exactly how her time was spent. The list below illustrates these activities.

Basic Daily Tasks

Task	Time
Assistance to Tutors -selecting materials -obtaining test scores -assignment advice	1 hr.
Tutor-Tutee co-ordination	30 min.
Maintaining record of requests	30 min.
Assistance to high school tutors -telephone arrangements -selecting materials - information	30 min.
Arranging transportation to the high schools -obtaining taxi stubs -recording amounts	30 min.
Up-dating files & duplicating	30 min.
Typing -tutor lists -letters	30 min.
General upkeep of SLC and Chemistry Centre -reshelving books from Library -clean-up	15 min.
Dissemination of information -informing students and teachers about the SLC -explaining resources and books available	15 min.

Other required duties according to the semester rotation

A full listing of her duties on a monthly basis may be seen by referring to Appendix E.

The assistant in the Student Learning Centre is the central liaison figure between the tutors and tutees. She is the person that each one has the most consistent contact with, as the instructor is only in the centre for limited amounts of time each day. It is to her that most problems are reported, and it is often her responsibility to try to solve difficult ones on the spot in the absence of the course teacher. In addition, she is the link between the high school personnel and the Champlain instructors in the College Reading Programme as neither of these are as easily accessible by telephone as she is. The efficient running of the centre rests on her shoulders as is most evident in her absence.

F. The Responsibilities of the Course Instructor

As is noted elsewhere, the course instructor has assumed both the teaching responsibilities for the tutors as well as the tasks associated with co-ordinating the Student Learning Centre. While the assistant reports to the Assistant Academic Advisor, her daily activities have been mostly set by the teacher. Ensuring that all the tasks have been completed on time has been one of her major concerns, along with the training and supervision of the tutors.

The primary interest has always been to oversee the work of the tutors to ensure that everyone was receiving the most benefit from the various tutoring programmes. Following up on problem areas between tutor and tutee is often a time consuming job, even with the help of the learning centre assistant. Discussing difficulties with other faculty members and trying to find appropriate materials for the tutors and the centre has been another area of responsibility. Designing new materials for the tutors to use, and informational hand-outs about effective techniques for both tutoring and for studying has also been a major activity.

Teaching related activities. The major teaching-related activities encompass tasks associated with the training of the tutors and their evaluation. The training sessions constitute one-quarter of the actual teaching time. The remainder is spent meeting individually with the tutors on a weekly basis.

The evaluation of the tutors is done in three stages. They are rated on the clarity and cohesiveness of their presentation in the sample tutoring programme which they devise for the first assignment. This is worth 20 marks. Secondly, they are given two progress reports, based on their diligence in completing their tutoring and in attending the training sessions and weekly meetings. They are given a performance rating, using a five-point scale, under several headings, and a personal, written assessment of their progress. The first evaluation is given at mid-term, with the second one coming at the end of term. These are worth 15 marks each. Final reports submitted at the end of the each individualized tutoring programme constitute 50 percent of the mark. These are evaluated for content, clarity of expression and overall presentation. The performance of the tutees has no bearing on the mark awarded. Copies of the forms used to provide this feedback to the tutors are included in Appendix E.

Other tasks. The course co-ordinator also completes other tasks related to the Student Learning Centre. She prepares a final report on the tutoring each semester, listing those who have been tutored, with the name of the tutor and including information about the subject area, the duration of the tutoring and the number of hours tutored. A summary of the comments made by the tutors about the tutee and the effectiveness of the tutoring programmes is an integral part of this report. The Academic Dean, The Assistant Academic Dean and the Chairman of the Academic Council have traditionally received this report. A further list, prepared in part by the assistant, records the number of students requesting tutoring, by subject area, and also indicates those students who did not receive the tutoring they requested, according to subject area.

At various times, the course co-ordinator has made presentations about the learning centre to members of the Academic Council, department heads, and to various individual departments on campus.

The instructor has been actively involved in the placement testing of in-coming students since its inception as part of the College Reading Programme in 1976. She has devised a system for coding the data obtained from these tests to provide a statistical overview of the results by gender, by programme of study and by high school attended by the new students. All of these activities have become associated with the learning centre as a result of the work initiated by the course teacher. In addition, she oversees the work of the learning centre assistant who is charged with the task of recording the individual results onto letters to be sent to the students and to be kept on file in the office of the Academic Advisors.

All of these activities are in addition to the training and supervision of the student tutors in the Student Learning Centre and, for most years, the teaching of other courses in the English department, specifically the College Reading Programme.

A DESCRIPTION OF THE CLIENTELE

A. The Tutors

As described above, the qualifications of those selected to be tutors in the Student Learning Centre have changed dramatically since Winter 1978, the first semester in which the tutoring course was offered. While initially only those who had taken the College Reading Programme were admitted to the course, this policy had to be changed in order to meet the needs of the students requesting help. These modifications were instituted because most of the graduates of the College Reading project came from the Social Science (030) and Commerce (040) programmes, while the demand for tutoring came from those enrolled in Science (010,020), with a heavy emphasis on mathematics. Although those requesting tutoring did receive some assistance in developing study skills through their individualized programmes in the first two semesters of operation, we were not able to meet their need for direct instruction in the subject areas. Figure 1 illustrates the changes in the composition of the class membership according to their programme of study over a five year period.

Figure 1

Number of Tutors by Programme of Study
Winter 1978 - Winter 1983

		Programme of Study					
Semester	n	010	020	030	040	060	410
Winter '78	19	-	1	17	-	1	-
Fall '78	11	-	-	5	5	1	-
Winter '79	16	-	3	7	3	2	1
Fall '79	23	6	7	5	2	3	-
Winter'80	23	8	7	5	3	-	-
Fall '80	20	6	8	2	4	-	-
Winter'81	32	12	12	7	-	-	1
Fall '81	32	13	13	-	4	-	2
Winter'82	34	5	5	10	13	1	-
Fall '82	45	12	6	15	10	1	1
Winter '83	41	5	14	10	8	4	-

As described in the section on the working model of the Student Learning Centre, the process was changed so that potential tutors were solicited from the lists submitted by the Academic Advisors, rather than from the ranks of graduates of the College Reading Programme. This allowed us to register more students from the Pure and Applied (020) and Health Science (010) programmes, as well as those from Commerce (040) who had done well in their mathematics courses. The change in the system of choosing tutors by informing them about the course by letter also served to advertise the tutoring option more widely. The positive feelings of former tutors and the personal contact established through the letter encouraged many who might have had reservations about their ability to tutor to enrol for the course. The dramatic growth in the number of tutors, with an increase in those registered from the sciences, especially, provides ample evidence of the positive effect of these changes. With more qualified tutors in these areas, we were able to meet the demands of those requesting tutoring.

Each tutor is asked, during the training sessions to choose the course or courses in which he feels qualified to tutor. Each tutor generally selects at least two subject areas from those offered in the college. Following is a breakdown of the number of tutors available per subject area for each of the semesters that the tutoring course has been in existence. Figure 2 includes the numbers of students available to tutor in each discipline, over the five year period.

Figure 2

Number of Tutors Tutoring Per Discipline: Winter '78- Winter '83

	SEMESTER										
	W'78	F'78	W'79	F'79	W'80	F'80	W'81	F'81	W'82	F'82	W'83
	17	11	16	22	21	20	31	34	34	43	41
SUBJECT											
ACCOUNTING	1	1	1	1	-	1	1	6	11	8	3
BIOLOGY	-	-	-	-	1	-	3	4	2	1	7
CALCULUS	1	2	7	12	9	12	17	20	20	17	10
CHEMISTRY	-	-	-	9	6	9	10	14	10	18	11
DATA	-	-	1	1	-	1	-	1	2	1	5
ECONOMICS	-	1	1	-	-	-	-	-	2	4	2
ENGLISH	13	9	8	3	7	6	5	5	18	11	18
HUMAN SCIENCE	-	-	-	-	-	-	-	-	4	2	4
LANGUAGES	-	1	2	2	1	2	1	8	11	19	16
MATHEMATICS	-	2	3	2	2	3	3	10	10	6	5
PHYSICS	1	-	3	5	1	6	8	14	8	15	14
PSYCHOLOGY	5	-	-	3	-	-	-	-	7	4	6
SOCIAL SCIENCE	-	-	-	-	-	-	-	-	2	2	2
STUDY SKILLS	3	-	2	4	-	5	2	-	2	6	4

From the chart it may be seen that, with the increase in the number of tutors enrolled in the course came a growth in the variety of subjects in which help could be given.

B. The Tutees

Once it had been established that the Student Learning Centre tutors were capable of tutoring in most disciplines, the number of requests for tutoring grew. Following is a chart indicating the number of students requesting help, per discipline, over the period that the Student Learning Centre has been in operation.

FIGURE 3

Number of Students Requesting Tutoring by Discipline

	SEMESTER										
	W'78	F'78	W'79	F'79	W'80	F'80	W'81	F'81	W'82	F'82	W'83
n	28	50	56	47	65	80	126	125	121	175	132
SUBJECT											
ACCOUNTING	1	1	1	-	-	2	4	10	15	17	6
BIOLOGY	-	-	-	-	1	8	8	8	1	-	1
CALCULUS	1	2	17	16	20	22	34	60	43	30	18
CHEMISTRY	-	-	-	9	16	14	25	23	14	17	14
DATA	-	-	1	-	-	1	-	-	3	2	7
ENGLISH	18	35	28	15	17	9	19	5	22	24	13
LANGUAGES	-	5	5	3	2	3	1	4	11	19	10
MATHEMATICS	-	6	3	-	4	4	7	17	8	12	12
PHYSICS	1	1	3	4	5	13	20	17	10	15	23
PSYCHOLOGY	6	-	-	-	-	-	-	-	-	3	-
STUDY SKILLS	2	1	1	-	-	4	4	-	4	9	2

The shift in the demand according to discipline requested is evident from the chart above. The heaviest demand gradually became centred in the areas of mathematics and science, rather than in English, especially from 1981 onwards, which is when more and more tutors were available to help in those areas.

Appendix A includes a table illustrating the average number of hours of tutoring per discipline and the range of hours per subject.

The enthusiastic response of the tutees is partially shown by the number of repeaters, those who request tutoring each semester. An analysis of those who have received tutoring more than once was completed for tutees from 1979-1982, including only those tutees who had received tutoring for five hours or more. Figure 4 lists these numbers.

FIGURE 4

Frequency Distribution by Tutored Group Indicating Those who Received Tutoring in More than One Semester and Those who Became Tutors

GROUP	n	REPEATERS	TUTORED
Fall '79	48	29	4
Winter '80	42	18	5
Fall '80	48	25	-
Winter '81	73	39	-
Fall '81	70	40	9
Winter '82	65	33	3

The high percentage of those who return for tutoring over several semesters provides partial evidence of the perceived value of the tutoring for those who receive it. That some of these students feel confident enough to sign up for the tutoring course is also indicative of the positive tone developed by the tutors.

Evaluation of the Tutoring.

At the end of each semester both tutors and tutees are asked to complete a questionnaire about the effectiveness of the tutoring. The responses are almost unanimously positive. These answers are summarized below for both groups, with the comments combined across semesters, as there is no variation in them.

Tutor responses. Tutors are asked to evaluate the tutoring course using several criteria. These include:

1. the adequacy of the tutor training period.
2. the value of the video-tapes used for the training and of the Addendum.
3. the effectiveness of the first assignment in orienting them to the tutoring.
4. the usefulness of the weekly meetings with the supervisor.
5. the suitability of the materials available to them when tutoring.
6. the helpfulness of the assistant in the Student Learning Centre.

A copy of the evaluation format may be seen in Appendix F.

Summary.

The responses from all semesters indicate that the tutors found the training sessions helpful. The few who had some negative comments to offer usually based their feelings on the length of the sessions. When most of the tutors stated that they felt that the one day, eight hour training period was far too long, we changed the format so that we could accomplish the same amount of work in two evening sessions.

Tutors stated that they felt that the training session served to clear up doubts and apprehensions about the tutoring, especially for those who had never done any tutoring before. They appreciated the explanation of the basic organization of the course and of their responsibilities, stating that they knew from the beginning of term exactly how they were to proceed.

The Addendum was generally found to be useful, especially for reading and study skills although some tutors mentioned that they found it difficult to apply these techniques in other areas such as mathematics, because of the short amount of time they had to accomplish the tutoring in the discipline. All tutors felt that the examples of the paperwork to be completed, such as the reports, sessional log sheets and sign-in cards were extremely helpful when they needed to fill out their own forms.

Tutors also supported the use of the video-tapes and the assignment. They felt that the video-tapes, which were described as entertaining, useful, and encouraging to the new tutors, helped set the tone for their own tutoring. They also endorsed the inclusion of the assignment, as they felt that the practice it provided in setting up long-term tutoring programmes gave them a good basis for doing the real tutoring.

The weekly meetings with the supervisor received high marks from the tutors. They applauded the instructor for the feedback they received about their tutoring and the useful suggestions about other ways to proceed and additional material which they could adapt to their own programmes. They especially liked the sense of contact they had with a professional, who could supply encouragement and moral support when they felt that they were not accomplishing as much as they wanted. No tutor, however, felt that the instructor should be present during one of their tutoring programmes, as they all indicated that this would make them nervous, to say nothing of the tutee, and would serve no useful purpose.

All tutors commented that the material available in the learning centre should be expanded. They mentioned specific gaps, such as previous tests and assignments in the course they were tutoring in and texts in the subjects offered in the college.

The major complaint from the tutors related to the size of the Student Learning Centre. Many felt that, if at all possible, it should be enlarged, with more tables and chairs supplied. Some of the tutors felt uncomfortable sharing the tables with other pairs of tutors and tutees, as the discussion among the various groups tended to be distracting. All actively endorsed the informal, comfortable atmosphere which has been created in the Student Learning Centre.

Tutors also praised the efforts of the assistant in helping them find the appropriate materials, in conveying messages and answering other questions that arose. They all stated that she contributed toward the efficient running of the centre and made their work that much easier.

Conclusions. The general comments made by the tutors were extremely positive. They felt that the tutoring was an enjoyable and valuable experience. They commended the course because of its flexibility, and because it was rewarding to the tutor as well as the tutee. They stated that the process of learning in both general and specific areas was reinforced. Some of the tutors expressed their regret that they were not able to help more tutees, referring specifically to those who requested but did not receive tutoring because of the heavy workload of the tutors. Many tutors stated that they were glad to be a part of the SLC, which they felt was an important part of the college. In conclusion, many tutors felt that the course was the best one they had taken at the college, with some asking for a continuation with 'To teach is to learn II'.

The Tutees

Tutees are asked to evaluate their experience in tutoring at the end of their programme. Special forms are provided for this purpose, with a list of questions requiring short answers. They can complete the questionnaire anonymously if they wish, although there is space on the form for them to write in the subject area and the name of the tutor. Tutors are not evaluated on the basis of the responses, however.

Tutees are asked how they first heard about the services of the Student Learning Centre, whether they had been tutored before and whether they would return in a following semester for more tutoring. They are asked if they would consider tutoring themselves.

Relating specifically to their experience in the tutoring, they are asked whether the tutoring helped them improve in the subject area in which they received the tutoring, and if so, how. They are asked to comment on the effectiveness of the tutoring programme in improving their reading, writing and study skills and in changing any negative attitudes they might have about the course or school in general. They are also asked to make suggestions about ways that the Student Learning Centre could be improved.

Summary. The overall tone of the tutees' questionnaires has been extremely positive. They noted improvement in their marks, and in their level of confidence about the subject area specifically, and all other courses in general. Some who stated that they dropped the course in which they had requested the tutoring attributed their lack of success to starting the tutoring programme too late, rather than from a lack of progress as a result of the tutoring itself. Many in this category also noted that they intended to ask for tutoring earlier in the following semester when they re-enrolled in the course. Some also stated that they had improved in their overall study behaviour, noting specifically note-taking techniques, exam preparation and test review practices.

Tutees made suggestions which paralleled those made by the tutors. They felt that the Student Learning Centre should be larger, with more tutors. They wanted more working space and greater privacy. Some complained about the time lag between making their request and actually being contacted by a tutor, although they realized that this occurred because of the limited number of tutors rather than from an inherent inefficiency in the running of the centre.

Most tutees stated that they strongly recommended the tutoring to their friends and would definitely seek the help again if it were needed. Many expressly wrote that it was an essential and necessary service in the college, and should be actively advertised to all those registered at the campus.

Follow-up information.

In order to obtain a sense of the long-term effects of tutoring on tutors and tutees, a questionnaire was sent to all those who had been tutored in the Student Learning Centre for more than four hours since 1979, Fall. All those who had registered for the tutoring course were also sent a letter, asking for their responses. The letter was mailed in early April, 1983, with a response deadline of May 7, 1983. Address labels were supplied by the Registrar's office, but with no guarantee that the addresses were still valid as no mechanism exists to up-date them. The return rate was extremely encouraging, as is indicated below. As expected, because of the personal relationship which existed between the tutors and the instructor, there was a greater response rate from them than from the tutees. It was gratifying to receive the number of questionnaires given the amount of time some of the respondents had spent away from Champlain and the rather inopportune time that they were sent with many students busy writing exams.

A copy of the questionnaire may be seen in Appendix F.

FIGURE 5

Number of Responses to Questionnaire Fall 1979- Winter 1982

SEMESTER	TUTORS	TUTEES
Fall '79	7/20	10/47
Winter '80	9/22	4/38
Fall '80	5/16	7/42
Winter '81	12/31	15/60
Fall '81	17/31	17/45
Winter '82	16/34	15/55

Tutor Responses.

Tutor responses to the questionnaire were generally supportive of the tutoring experience and they remembered it as one of the high lights of their college career. They were asked to comment on the reasons they had become involved in the course initially, to state their expectations and to assess whether these had been met, to evaluate the academic benefit they had received from the tutoring and to report whether they had enjoyed the experience. Finally, they were asked to comment on any long-term effects on their self-concept and academic ability that might have arisen as a result of the tutoring.

Reasons for selecting the course. Many of the students reported that they had chosen the course based on the letter sent to them, which they felt was encouraging and flattering. The enthusiastic feelings of previous tutors, especially of those who were friends, inclined them to take the course. Some wanted the experience of teaching, both because they contemplated it as a career and because they felt that they would reinforce their learning of content material by tutoring. The extra benefit of having early registration times was an added inducement to enrol.

Expectations and goal achievement. Most tutors chose the course because they wanted to have the satisfaction of helping others learn the subject content, while strengthening their own ability in the area and developing their communication skills. They felt that they would gain a sense of organization by having to prepare to teach another person.

Most tutors felt that these objectives had been met as a result of the tutoring, although some also stated that their own goals had been too high and so they had not achieved their goal. Generally this lack of accomplishment was related to the disappointing performance of the tutee, rather than from a personal sense of failure. Most felt that the tutoring was far easier than they had anticipated, with only a few commenting that it was, in fact, much harder than they had expected. Those in this latter group expressed surprise that the tutoring took so much organization and preparation, and they emphasized the amount of time that they had to put into their pre-tutoring activities.

Academic benefits. The tutors all responded that they had definitely increased their knowledge of the subject matter as a result of the tutoring, regardless of the success or failure of their individualized programme. Many also noted an improvement in study habits as they had to absorb some of the techniques in order to teach these to others. They all stated that they had actually learned to communicate more effectively, especially when giving explanations of difficult material to those having difficulty learning the concepts. Many also stated that the experience of tutoring increased their own self-confidence about studying and when dealing with other individuals.

Overall long-term benefits. The majority of tutors heartily recommended the experience of tutoring. Several stated that they believed that everyone should have the opportunity to tutor, regardless of their eventual career choice, for all the reasons given above. They said that they learned tolerance and patience from the tutoring, and they had derived a great sense of accomplishment and satisfaction. One tutor even stated that it had increased his leadership skills, which had had an important impact on his business career. Another felt that she was using many of the techniques learned in the course during her internship at a hospital, where she had to instruct patients in health care. Others mentioned that the tutoring experience had been so positive that they had deliberately chosen to do volunteer tutoring, either through an agency or on an individual basis.

The only negative feedback concerned the attitude of some of the tutees. Those who had worked with unco-operative or unmotivated tutees felt that this had somewhat detracted from the generally positive view of the tutoring programme. There were, however, many touching thank-you notes appended to the actual questionnaire which expressed on a more personal level the tutors' appreciation of the course.

Tutee responses.

Tutees were asked why they had requested the tutoring, and whether the tutoring had met their objectives. They were asked to comment on any non-academic side-effects of the tutoring, such as the development of a new friendship or of a renewed interest in the subject area. Other questions referred to any changes in study habits or in self-concept arising from the tutoring, and the long-term effects of it. They were also asked to rate the usefulness and enjoyment they derived from the tutoring.

Reasons for requesting the tutoring. The majority of respondents had requested the tutoring because of their lack of success in the subject matter. Most felt that they would fail without the assistance of a tutor. Some wanted to earn a higher mark than they believed they would earn on their own, and wanted the security of being able to verify their answers with another person before handing in the assignments to the instructor. A few also mentioned that they were not very efficient in their study habits and wanted the guidance of a tutor in this area as well as help in a specific subject. Several stated that they felt it would be easier to learn if they had a tutor to explain the material and motivate them to do the required work.

The majority of students stipulated that they had requested the tutoring on their own initiative, although some had asked for help on a teacher's recommendation or that of an Academic Advisor.

Achievement of academic objectives. Most of the tutees were positive about the tutoring, and felt that it had helped them to meet their objective of passing the course. One even stated that he had earned the highest mark in his mathematics course as a result of the tutoring. Many said that the extra work presented by the tutor helped build their understanding of the content, with many saying that they would have failed without the intervention of the tutoring.

The few who were negative about the tutoring blamed their failure on the attitude of the tutor. Some felt that the tutor with whom they worked was not sufficiently knowledgeable about the course and thus was unable to help them with specific content problems. Others blamed their dissatisfaction with the tutoring on their own behaviour, stating that they did not put the necessary effort into the tutoring and so did not benefit from the service provided.

Other benefits. Those tutees who were positive about the tutoring also stated that they derived other benefits from the sessions. They developed a renewed interest in the subject matter, especially when they had the support of a tutor who had already passed the course. Some stated that they had acquired the new skills necessary for learning the specific discipline and were accordingly able to cope in higher levels of the course in succeeding semesters. The direction given by the tutor made some tutees gain in self-confidence, and they developed a belief in themselves in relation to learning the concepts. Several tutees also mentioned the acquisition of new, improved study techniques, which helped them in all their courses. Some also stated that they had made new friends from the tutoring, including not only the person who tutored them, but also many others who frequented the Student Learning Centre while they were there.

Three tutees had gained another important insight from the tutoring. While they actually passed the course in which they were being tutored, they realized that they did not like nor have the aptitude to follow that particular course of study. As a result of discussion with the tutor, these students decided to change their programme from science to commerce, where all reported that they were much more satisfied and motivated to learn.

The nine tutees who were negative about their tutoring programme again felt that the tutor was responsible. Some had personality conflicts with their tutor, and dropped the programme rather than continue having to deal with them. Others felt that their particular tutor was too impatient and made them feel 'dumb' when they asked too many questions.

Overall impressions. Tutees generally felt that the tutoring had been beneficial on one level or other. Many indicated that they had improved their study skills and had learned how to organize their time more efficiently. Their marks increased as a result of the tutoring, and many felt that they had also positively changed their view of the subject area from the experience.

Several tutees expressed their pleasure at the change in their view of themselves which resulted from learning that they could succeed in a subject area which had always posed problems for them. They mentioned that they had lost their fear of asking for help when they did not understand a concept. Some who had had negative experiences with tutors at least referred their questions to instructors immediately, and felt that the tutoring had given them confidence to ask for help when they were puzzled rather than being intimidated about showing their confusion.

Many tutees concluded the questionnaire with brief statements summarizing the contents and offering appreciation for the services of the tutors.

AN ANNOTATED BIBLIOGRAPHY OF SELECTED SOURCES

Appendix C of this report includes lists of the materials available in the Student Learning Centre. This section is designed to provide additional information about some of the texts named in those listings. These will be presented under two major headings. Those books which describe student learning centres and tutoring programmes will introduce this section. The second part includes books and materials relevant for improving students' basic skills in the areas of reading, writing and study skills. All of these sources are available in Quebec through publisher's representatives or by writing directly to the company.

Many of the comments made about the texts have been summarized from critiques provided by student tutors and faculty members or from comments included on the book jackets.

SECTION I

Student Learning Centres, Student Learning and Tutoring Programmes

Tutoring Programmes

Allen, V.L. (Ed.) Children as teachers: Theory and Research on tutoring. New York: Academic Press, 1976.

This text contains a series of articles about tutoring. They are presented in four sections: 1. theoretical considerations; 2. helping relationships with children; 3. tutoring programs in schools; and 4. problems and considerations.

The articles, which have been contributed by eminent scholars from several disciplines, discuss current theory and research on peer-tutoring. They emphasize the practical educational and psychological aspects of tutoring, dealing also with the themes of cross-age interaction and helping relationships among children.

This book is a useful resource for anyone embarking on a tutoring programme for the first time, as it presents both a theoretical foundation and practical suggestions. The final section which deals with empirical research and actual experience relevant to tutoring projects in the schools contains much important advice for the potential tutoring programme director.

Rauch, S.J. (Ed.) Handbook for the volunteer tutor. Newark, Delaware: International Reading Association, 1969.

This pamphlet contains nine chapters describing various aspects of tutoring programmes. It emphasizes the teaching of reading skills in tutoring, but it offers useful advice about developing the relationship between tutor and tutee, and organizing volunteer tutor services. A bibliography of relevant materials for a tutoring programme in reading is also included.

The chapters are well organized and clearly written. In the short selections, the interested reader can obtain many useful hints about establishing a programme and about methods for training potential tutors.

Woodruff, S. and Kerwin-Boudreau, S. Addendum: A manual for tutors. St. Lambert: Champlain Regional College, 1979.

This manual was devised specifically to train the tutors in the Student Learning Centre at the college. It contains hints about organizational structures that work effectively in a student-run learning centre and tips for peer tutors. The material provides information about methods to use in a any tutoring situation, such as techniques for developing a rapport with a tutee and integrating study skills with content.

The manual suits the general purpose of the tutoring programme as it exists at Champlain, but it has been adapted successfully at several other institutions where faculty have used it as a basis for developing their own specific programmes.

Student Learning.

Cross, K.P. Accent on learning. San Francisco: Jossey-Bass, 1976

In this book, Cross reviews the results of over 1,000 studies on teaching, learning and student development in the light of the change in emphasis in education that originated in the 1970's when the accent shifted from access to institutions of higher learning to student learning. Related to the concern expressed by many educators about the lack of success exhibited by many non-traditional students who were admitted to colleges and universities early in this decade, Cross shows how revolutionary methods of instruction and new programmes for personal development can help all students to learn, while the institution also maintains academic standards. In this text, Cross describes different techniques of individualized instruction and shows how effective they can be in helping all students achieve their potential.

This book is designed for faculty members and administrators who are interested in the application of research and theory on learning to the practical improvement of education.

Maxwell, M. Improving student learning skills. San Francisco: Jossey-Bass, 1979.

The sub-title of this text clearly illustrates the contents: a comprehensive guide to successful practices and programs for increasing the performance of underprepared students.

Maxwell describes in detail the mechanisms by which programmes for underprepared students can be organized, staffed, supported and evaluated. Her knowledge has been gained through the provision of skills training to students and in running tutorial and learning assistance centres. From many years of experience in the practical application of techniques, she describes how to diagnose learning problems, and how to correct them. She emphasizes methods for improving specific skills in reading, writing, science, mathematics, studying and test-taking. She offers advice about involving regular faculty in skills training, dealing also with educational and administrative problems entailed in the establishment of programmes similar to hers.

This book is a useful reference guide for anyone interested in establishing learning assistance programmes, in general, and tutoring programmes specifically. There is virtually no area of concern that she does not include.

Roueche, J.E. and Snow, J.J. Overcoming learning problems. San Francisco: Jossey, Bass, 1977.

This text describes many of the same problems which are dealt with by Cross (1976) and Maxwell (1979). The authors discuss the various efforts made to help 'high risk' students cope with post-secondary level courses at many institutions of higher learning in the United States, drawing upon the responses they received to a questionnaire sent to almost 300 colleges and universities. From the feed-back they received they have constructed a profile of successful versus non-successful programmes, and they comment on mechanisms which can be used to create effective teaching and learning environments.

The information contained in this book provides a useful framework for educators interested in assisting underprepared students to achieve success.

Sullivan, L.L. Sullivan's guide to learning centers in higher education. Portsmouth, N.H.: Entelek, Ward-Whidden House, 1979.

This guide includes information about the learning centres existing in institutions of higher education in both the United States and Canada in 1977. The author has included address lists of the centres, with the names of the responsible individuals and an analysis of the types of services offered at each institution. Each section is preceded by an introductory statement, describing the variety of resources covered by the term learning centre.

The guide is useful as a directory of existing facilities.

Another source of practical information about tutoring services and learning assistance programmes may be found in the Journal of Developmental and Remedial Education which is published three times yearly by the Center for Developmental Education, at Appalachian State University. Each issue contains short feature articles about some aspect of student learning, written by educators involved in the practical application of theory to practice in an institutional setting.

SECTION TWO

Reading, Writing and Study Skill Improvement

Reading Skill Improvement

A myriad of texts have been published in recent years to help students develop their reading skills. Included in this section is a survey of some of the texts used most widely by the students in the Student Learning Centre at Champlain.

Adams, W. R. and Spira, J.B. Reading beyond words. New York: Holt, Rinehart and Winston, 1978.

This workbook contains ten chapters, each of which contains exercises and content designed to involve the student in an active thinking process while reading. The authors have devised four steps to reading, which are included in each chapter. Students are asked to first do some reading preparation, by determining the purposes for reading the chapter. Following this stage, they are encouraged to read actively looking at the ideas in sentences, and main ideas in paragraphs, and words in context. Comprehension techniques are developed in stage three, which is called a reading skills check, with stage four including exercises for applying all of the reading principles to material which is relevant for the student.

The authors' format is intended to provide the reader with strategies for an effective reading-thinking process that will be instilled in those who use the book. They state that they hope to bridge the gap that exists for some students between education and their lives and to teach not merely reading skills but the ethical implications and need for learning these skills - not just for college survival but in life.

The content of the book and the types of exercises provided ensure that students will not merely react to the questions by circling the appropriate answer choice. In many instances they are asked to write out their answers following a problem solving approach. They are introduced to a wide variety of reading activities and are directed to solve particular types of reading problems. There is a strong emphasis on the development of vocabulary, through practice with words in context, but no stress on the improvement of rate of reading.

This text has not been used in the college as a required workbook. Several sections of it have been adapted by instructors teaching the reading efficiency course. The selections are topical and appealing to the students and many use the book as an adjunct to other exercises presented in class.

Baker, W.D. Reading skills. Second Edition. New Jersey: Prentice-Hall, 1974.

This short workbook contains 24 chapters, each of which includes two pages of explanation about the current topic. The writing is clear and simple, as the author believes that polysyllabic words and complex sentences only serve to inhibit the reader. The first part of the text contains material designed to improve reading efficiency on a basic level, with the last seven chapters devoted to more advanced topics. The majority of the content is devoted to exercises related to the theory presented in the short two-page explanations.

Students who surveyed this book felt that it was terrific as a summary of the types of activities they should be employing while reading, but that it was inadequate for those who really needed to have a structured programme to develop their reading skills.

Jacobus, L.A. Developing college reading. Second Edition. New York: Harcourt Brace Johanovich, 1978.

This book contains many interesting passages written by famous authors encompassing a wide range of subjects, such as historical events, reflections upon anthropology, new developments in psychology, and the possible effects of technological advances on Western economy. Fictional works by well-known writers are also included. Each section is followed by exercises designed to help students improve their concentration, retain detail, locate important concepts and build vocabulary.

The student who reviewed this book found that the questions were not probing enough. Although she found that they were varied from one selection to another, she felt that simply answering true or false or circling a statement was not demanding enough, as the questions did not adequately probe the reader's understanding of the content. She did like the mini-introductions before each selection and commented about the variety of interesting excerpts, while she expressed reservations about the use of the book as a main text in a course.

Kolzow, L.V. and Lehmann, J. College reading: strategies for success. Englewood Cliffs, N.J.: Prentice-Hall, 1982.

This text is one which will be used in the college in Fall, 1983. Both instructors and students have found that the organization and content of the book is useful and appealing. One feature that students like about this text is the provision of direct feedback about performance, through the opportunity to apply the strategies in a variety of exercises at the back of the book.

The content of the book is geared for students at any level of reading ability. It is organized so that all the necessary steps for reading and understanding content are clearly presented and the student is given ample opportunity to practise the principles in interesting selections. It concentrates upon teaching students how to find the main ideas and supporting details in a text. Students are presented with the same paragraph several times, and they are shown how to analyze it from a different perspective. The emphasis is placed upon the application of reading strategies for developing comprehension at a structural level, a practice level and a challenging level. Students must absorb the content in order to answer the questions following the passage, with emphasis on understanding rather than straight recall of detail.

The student who reviewed this book was enthusiastic about the inclusion of tips for increasing concentration and improving memory while actively reading for understanding.

An instructor's manual, which accompanies the text, provides the teacher with the suggested answers to the exercises, recommendations for the use of the content in class and sample tests which can be administered to a class.

Writing skills.

The following group of texts are used by the instructors of composition courses in the college. Each instructor chooses the text which best suits his purposes with an accordingly wide range of choices.

Bander, R. American English Rhetoric. Toronto: Holt, Rinehart and Winston, 1970.

Many instructors have used this text, and the newer version, in courses designed for advanced students of English as a second language. It treats the concepts of spatial, time and analytical development in a chronological manner, starting with a single paragraph and working up to the writing of various forms of essay, including comparison and contrast, cause and effect, etc. The provision of excellent model paragraphs is an essential part of the text.

The methodology in this text is considered excellent by those who have used it, although some instructors feel that the content is too extensive for a fifteen week course. It is extremely well organized and easy to adapt to a classroom setting, including students of various levels of ability. The teacher's manual which accompanies it provides a good source for the instructor.

Bindseil, K.R. and Dickey, I.B. Effective writing: methods and examples. Boston: Houghton Mifflin, 1978.

This text is divided into three sections. The first contains a presentation of thirteen different methods of developing a college paper. Each chapter includes explanations and examples, including samples from freshman papers. The second section focuses on grammar, punctuation, spelling and vocabulary in pre-packaged learning modules. Each is self-paced, beginning with a preassessment and concluding with a post-assessment, with exercises and answers to most of the assignments included in the chapter. The final section contains a glossary of terms which the student needs to know about writing and composition.

Many instructors have found that the organization of the text is suitable for a class with many different levels of writing ability. Rather than concentrating upon aspects of basic grammar, punctuation, spelling and vocabulary, teachers can direct those needing work in any of these areas to the modules in the second part of the book. In this manner they can focus on actual writing strategies during class, while still having the ability to provide individual guidance in more basic areas for those in need of work in these areas. While the student working on these other areas is provided with answers and instant feedback for most of the exercises, some of them require consultation with the instructor. The dual function of the text permits the instructor to tailor the course to the needs of each student.

Conrad, R. The Canadian Writing Workbook. Toronto: McGraw-Hill-Ryerson, 1980.

At various times this text has been used as a composition workbook in the college. It contains the same types of exercises and information contained in many of the other writing books used on campus, but has the added advantage of including Canadian content. Many of the examples used in the workbook have been selected from student papers submitted at Ryerson, so that the samples have more relevance for the students at the college.

The instructors who have used it feel that it is complete, containing as it does explanations of grammar with relevant exercises, and models for writing paragraphs and essays.

Langan, J. English skills. New York: McGraw-Hill Book Company, 1977.

This text is one which has been chosen for several sections of composition in the past few years. Those who use it are most enthusiastic about it. It contains good sections on grammar, with clear explanations and relevant exercises. The model paragraphs are excellent resources for the student writers, showing writing patterns useful for those having difficulty with their writing. The students are taught how to use imagery in their writing by working on the exercises provided.

Those who dislike this text criticize it for the level of its writing. They feel that the exercises and content are too low level for the college students who use it. They also feel that there is an undue emphasis on the teaching of grammar, rather than on essay writing.

McCuen, J.R. and Winkler, A.C. From idea to essay: A rhetoric, reader and handbook. New York: Science Research Associates, 1980.

This book begins by defining the essay and then shows how a well organized essay is designed. Following these two introductory chapters, each pattern of writing, that is, compare/contrast, cause/ effect, Process, etc., is discussed. Each chapter offers samples of these patterns in the form of short stories, poems, formal essays and student essays. A chapter for grammar instruction presents the most common writing errors and there is also a short section on the Research Paper. The strength of the book lies in the fact that the student studies writing from a reading perspective.

Messenger, W.E. and de Bruyn, J. The Canadian writer's handbook. Scarborough, Ontario: Prentice-Hall of Canada, 1980.

Watkins, F.C. Dillingham, W.B. and Martin, E.T. Practical English handbook Boston: Houghton Mifflin, 1974.

These two handbooks are both praised for their organization. They include information about the mechanics of writing and are useful additional resource guides for students learning to improve their writing. They are not usually used as a sole text in the composition classes, but as adjuncts to exercises and explanations provided by the teacher. The Messenger text has the additional benefit of including specific content geared to a Canadian population.

Reading and writing texts

Dodge, R.H. How to read and write in college. Form 6. New York: Harper and Row, 1980

This text has been used in both reading and writing efficiency courses. It has been found useful for students of English as a second language, as there is a strong emphasis on sentence structure and the overall level of the selections is low.

The reading passages are fairly interesting, and the general organization of the book is good. Instructors recommend it for second language students in a writing course, and for those wishing to learn the basics of reading improvement.

Study Skills.

Adams, W.R. How to read the sciences.
How to read the humanities
Glenview, Ill: Scott Foresman, 1969, 1970.

These books have been well-received by the students, who like the format used in them and the content provided. In four sections, students are introduced to the style of reading which is most effective for the content, whether science or humanities. They are provided with samples of texts from these disciplines, followed by explanations of reading procedures designed to extract the most information. In each section, the students are given exercises in which they can apply the principles presented, with additional types of exercises included in the back of the book.

The four steps included in the science text cover exploring the book, checking the vocabulary, analysing for comprehension and synthesizing for understanding. A similar pattern is used in the humanities text.

Those who have used these texts report that they gain a better understanding of how they should read their own textbooks in the disciplines, and, as a result of the practice exercises they find that they are actually able to transfer the skills to the material they need to learn for their academic courses.

Langan, J. Reading and study skills. Second Edition. New York: McGraw-Hill Book Company, 1982

This text is divided into seven parts, each of which describes some aspect of reading and studying for college. The author concentrates on developing motivation for studying, techniques for study, the development of reading skills for studying, such as comprehension improvement and skimming and scanning skills. After the explanations follow exercises designed to teach the student how to apply the principles presented in each section.

The student who reviewed this text found it very helpful. She was familiar with many of the methods included, but found, after reading the text and doing some of the exercises, that she was able to develop some more effective strategies for study while polishing others that she was in the habit of using.

Maiorana, V.P. How to learn and study in college. Englewood Cliffs, N.J.:
Prentice-Hall, Inc., 1980.

The purpose of this book is to help the student develop the greatest amount of competency, awareness and flexibility while attending college and simultaneously improve study skills in order to achieve success. Each chapter has a summary, including key terms, and provides questions related to the content. An overview of the chapter precedes it.

The student who reviewed this book found that it was very readable and comprehensive, providing her with good advice about methods for attaining the goals set out by the author.

Millman, J. and Pauk, W. How to take tests New York: McGraw-Hill, 1969.

This book emphasizes good study habits, including the importance of effective reading, writing, and note-taking strategies. The authors describe effective methods for studying, and then relate them to the learning of content for examinations. Advice is offered on the most efficient way to study for tests, with detailed suggestions on ways to apply different techniques during an examination depending upon the type of questions asked. It is a comprehensive text on the subject and includes topics such as preparation for exams, organizing time during tests, answering essay and multiple-choice questions, and reducing anxiety.

Pauk, W. How to study in college Second Edition. Boston: Houghton
Mifflin, 1974.

This all encompassing book is one of the most useful guides to improving study behaviour. It includes chapters presenting the theory about learning and memory, and incorporates the information available into chapters designed to teach students how to become more effective as students. It is a comprehensive source of information for both teachers and students.

Pamphlets

There are many other books which are useful to students, and each year more and more are published. The above list includes those with which the author and her colleagues are most familiar. An additional resource is found in the series printed by the American Association of Publishers. These short pamphlets contain important tips for students and are well used by those frequenting the Student Learning Centre at Champlain. Brief descriptions of them appear below.

The seven titles in the series are:

1. How to get the most out of your college education
2. How to get the most out of your textbooks
3. How to prepare for examinations
4. How to improve your reading skills
5. How to build your writing skills
6. How to read technical books
7. How to succeed in college: A guide for the non-traditional student

Each pamphlet is short and well organized. Information and tips are presented under bold face headings which clearly present the content of the paragraphs. They are written in an easily read fashion, and include the basics needed to perform effectively in the area. Students can access the particular section readily to find the material they need. They are very appealing, and contain just the right amount of basic information, without being overwhelming with most of the pamphlets having only six or seven different headings. Their advantage lies in the availability of the information so that students motivated to learn how to become more efficient in each of the areas can do so without having to turn to a larger text.

EVALUATION OF THE STUDENT LEARNING CENTRE: AN OVERVIEW OF THE THREE RESEARCH REPORTS

The personnel associated with Ministry of Education in Quebec have always been most supportive of the Student Learning Centre. Members of the department concerned with 'Programme de subvention à l'innovation pédagogique' have approved three research grants. In 1979-1980, the author and her colleague received the first grant (for $44,420) to evaluate the effectiveness of the Student Learning Centre for the tutees. In 1981-1982, the author received a grant to do follow-up research (for $25,000) and again for 1982-1983 (for $42,000) in order to prepare this report.

The awarding of these grants has made possible the three phase process described below while it has also contributed toward the operation of the Student Learning Centre.

The Research

Following the recommendations found in the literature, the researchers at Champlain - St. Lambert examined the impact of several different programmes on the performance of college students registered on Campus during the Fall 1979 and Winter 1980. In total there were five groups delineated for the study.

The five treatment groups correspond to the options available at some post-secondary institutions. Traditional skills-building courses in either reading or writing constitute two of the control groups used in the study. A third treatment integrated basic skills improvement with relevant subject matter content. A fourth group followed a course in the study of literature. The fifth, experimental, group was tutored in The Student Learning Centre in any of a variety of subjects.

Students were compared on the basis of their pre-post semester gain scores on standardized tests of reading, writing and study skills. Their self-concept scores were also analyzed. In addition, marks were collected for all students selected for the study, covering the entire period of their registration at Champlain.

In the final stage of the evaluation, those tutored in the Student Learning Centre from Fall 1979 to Winter 1982 were compared on the basis of the marks they earned in the tutored course, their overall average in each semester, beginning with the one in which they were tutored, and their grades in English courses, over the same period. Descriptive data on the tutees were also collected, including average number of semesters they remained at Champlain and the number of times that they were tutored.

Population statistics on incoming students' performance on the standardized tests of reading, writing and study habits and on the self-concept scale were compiled for the years 1979-1982. Pre-treatment test results for those in the study were compared to those for the in-coming population in 1979.

The intent of the research was to determine the relative effectiveness of each of the treatments for the students enrolled in them. Standardized tests were used as one criterion, based on recommendations in the literature that these should be the minimum used as the basis for the evaluation (Maxwell, 1979). Self-concept was considered an important variable in performance and was included for that reason (Roueche and Snow, 1977; Wylie, 1979). Marks are a concrete indicator of long-term success and their inclusion follows recommendations found in the literature that they be assessed in any longitudinal research study (Astin, 1975; Cross, 1976; Maxwell, 1972, 1979; Roueche and Snow, 1977; Tillman, 1972). Tutoring has been endorsed for the positive effects it has on both the tutor and tutee, and thus special emphasis was placed on the results obtained from those participating in the tutoring option (Allen, 1975; Cohen, 1982). The rationale for this study is based upon the findings from many different research studies.

The Problem

The following questions provided a framework for the evaluation:

1. Do remedial programmes in reading and writing improvement effect a positive change in the basic skills of participants?
2. Is there a corresponding improvement in overall marks for those who have ameliorated their competence in reading and writing?
3. Do programmes which integrate study skills and academic content which is pertinent for each student have a greater impact on student performance than do remedial reading and writing classes?
4. Does a class in literary appreciation, with emphasis on reading of works of literature and the writing of papers related to the reading, have the same effect on skills as do remedial classes?
5. What is the role of self-concept on achievement?
    a) Will self-concept scores differ according to the treatment?
    b) Will those exposed to individualized tutoring show greater changes in self-concept than those not receiving this attention?
    c) Will there be gender differences in self-concept?
6. Does programme of study influence performance?
    a) Will those in one programme earn higher marks than those in any others?
    b) Does choice in programme of study presuppose more persistence with college level studies?

7. Will there be differences on the standardized tests by gender?

8. Will those who have the opportunity to tutor show greater improvement in marks and in basic skills than those in traditional remedial classes?

9. Will those who receive tutoring through the Student Learning Centre show more improvement in marks and greater gains on the pre- and post-treatment standardized tests than those in the other groups?

Hypothesis

It was hypothesized that those who were tutored in The Student Learning Centre would record greater gains on the standardized tests of reading, writing and study skills than those in the traditional remedial classes in reading and writing improvement. The interpersonal relationship and rapport developed by the tutors was expected to positively influence the self-concept of the tutored group, so that these subjects would show more change in self-concept than those in the reading and writing courses or those in the literature class, pre- and post-treatment. The individualized nature of each tutoring programme was expected to positively influence the basic skills as well as study behaviour of the tutored group so that they would earn higher marks over three semesters than those in the writing (group 1), reading (group 3) and literature classes (group 2).

Those in group 4, The College Reading Project, were expected to rival the performance of the tutored group in all areas as a result of the techniques of self-modification of study behaviour learned in the course plus the effect of the high school tutoring.

It was hypothesized that those in a compulsory composition course would show the least improvement overall, given the nature of the course and the profile of those selected for it.

The effect of programme of study was expected to be strongest for those in the science and commerce-related programmes, with students in these groups earning better marks and having higher rates of persistence with their studies compared to those in Social science, Creative Arts and Language and Literature. It was hypothesized that those in Secretarial Science would perform at a lower level than those in Business Administration or Data Processing.

Sex differences were expected to be noted in study behaviour with females scoring higher than males on these measures. Females in the groups where study skills were taught were predicted to score higher than males, post-treatment.

Treatments

Four different English courses plus a tutored group formed the basis of the experiment, which was replicated for two semesters, Fall 1979 and Winter 1980.

Cegep students must enrol in four English courses in order to earn their collegial diploma. Most students register for one English course per term, each of which meets for three hours weekly, for 45 hours total.

The categories of courses available at Champlain (St. Lambert) include the following:

skills-building courses: (approximately 20 sections per semester)	basic English grammar Composition level I Composition level II reading efficiency College Reading Programme
literature courses: (approximately 40 sections per semester)	The Short Story The Novella The Essay Poetry Theme Courses

Subjects in Composition level I, Reading efficiency and The College Reading Programme were selected for the study plus those in a literature course and those tutored in The Student Learning Centre, who were simultaneously enrolled in one of the English Courses listed above.

Descriptions of the Treatments

Table 3, Appendix G illustrates the various skills to which students in each of the treatment groups are exposed. A description of the content is provided on the following pages.

Group 1, Composition level I, is a required course for student who exhibit weaknesses in their writing skills from their performance on the objective and written parts of The College English Placement Test (C.E.P.T.)(1969) which is administered to new students prior to registration. In the absence of test results, teacher recommendations are used to ensure that students register for the course.

The aim of the course is to provide the students with a knowledge of the fundamentals of English grammar and with practice in writing, starting with paragraph development and progressing to essays.

Group 2, literature, was selected from the 20 sections allotted to students each semester. Students are not required to follow a set order of literature courses and select ones in this category which interest them or fit their schedule.

In these courses, students are required to read essays, novels, short stories or poems. English Department policy states that each student must write at least three essays during the semester, based on class reading and discussion. There is no direct attempt to improve basic skills.

Group 3, reading efficiency, is a course consisting of exercises designed to improve general reading efficiency in easy-to-read material combined with approaches structured to teach efficient methods of studying. The latter include strategies for note-taking from textbooks and lectures as well as techniques for reading textbooks. Methods are not applied directly to other academic content.

In 1979 and 1980 only one section of this course was open to students each semester.

Group 4, The College Reading Programme, comprised students who had voluntarily enrolled for the two credit courses in English and psychology. Class time is doubled to six hours per week, 90 hours in the semester. In addition, students are required to tutor for a minimum of eight hours during the semester.

Students in this project practice the same types of exercises as do those in the reading efficiency class, although more emphasis is placed on the application of the skills to other courses. Participants are also taught to monitor their own study behaviour and learn, from the theory of behaviour modification taught in the psychology course, how to modify their studying so as to incorporate techniques of efficient reading and studying into their everyday work. As a further reinforcement, students are trained as reading tutors for grade seven pupils and in this context they must learn the material so as to present these same principles to others.

Group 5, the tutees, were those who, in addition to attendance at a regular English class, requested or were referred for tutoring to The Student Learning Centre. They requested help in all subjects offered by the college, and, as long as tutors were available, the extra help was provided.

Tutors are trained to incorporate study skills and reading and writing into any individualized programme. Techniques for presenting these ideas to tutees are explained during the 12-hour training sessions compulsory for tutors. These meetings are held in 3-hour time blocks at the beginning of term. The importance of the use of these skills is stressed during the training sessions, but also during the individual weekly meetings between course supervisor and tutor at which time tutors are expected to appear with their record of the tutoring sessions, noting materials used and progress of the tutee. The course supervisor provides suggestions and feedback on the efficacy of one method over another, always emphasizing the value of organization, scheduling of time and use of specific study habits relevant for the tutored discipline.

As a result of the meetings, tutors are prepared to help their tutees. During the tutoring sessions they provide the context for using specific strategies while studying as well as the motivation for the tutee to continue. Over time, the rapport developed between tutor and tutee generally works to reinforce the ideas even more firmly. In addition, the tutor can often offer moral support and assistance in more personal areas, helping to encourage more positive self-views and an enhanced sense of self-regard.

Tutees are theoretically able to receive as much tutoring as they feel is necessary, even though tutor availability imposes some restrictions. Tutors receive a credit for tutoring, although they are only eligible for the course once they have been vetted for academic competence. After the training period they are required to complete a minimum of 25 hours of tutoring plus meet with the course supervisor. Course enrolment and this time requirement accordingly limits the tutoring resources accessible to the student body. If a tutor is available, tutor and tutee arrange mutually convenient meeting times, although this, too, is limited to a maximum of three hours a week by regulations established by the supervisor. Tutors usually work with at least two individual tutees during the semester.

Testing

All entering students are administered a battery of tests prior to registration. These tests include a standardized reading test, The

Diagnostic Reading Test (D.R.T.), form A, (1974); The College English Placement Test (C.E.P.T.) (1969) and The Study Habits Checklist (S.H.C.) (Preston and Botel, 1967). In addition, in May 1979, students were asked to complete The Survey of Study Habits and Attitudes (SSHA) (Brown and Holtzman, 1965). In order to assess the self-concept of entering students, all were asked to rate themselves on a scale modified from one prepared by Bledsoe (1967).

The Tests

The Diagnostic Reading Test (D.R.T.) (1974) provides the student with an overall score out of 100, based on his performance on the three sections of the test.

Part I of the test assesses the students' level of comprehension on 20 questions following a timed reading selection. Part II analyzes vocabulary knowledge based on the accuracy of replies to those items completed out of the 60 included in the section. Part III provides the student with an indication of his ability to comprehend textbook content based on the score on the 20 questions included in this part of the test.

The College English Placement Test (C.E.P.T.) (1969) comprises 85 items which test the student's knowledge of grammar, and the structure of written English. Students are also required to write a placement essay in order to assess their ability to generate a writing sample.

The Study Habits Checklist (S.H.C.) (Preston and Botel, 1967) provides students with the opportunity to rate themselves on 37 items related to studying, note-taking and classroom behaviour, according to whether the activity is performed almost always, more than half the time, almost half the time, less than half the time, or almost never. Total raw score is calculated and results are provided with decile rankings normed for a comparable male or female college population.

The Survey of Study Habits and Attitudes (SSHA) (Brown and Holtzman, 1965) ranks the student on seven scales related to attitude and performance while studying. The seven scales are labeled Delay Avoidance, Work Methods, Teacher Approval and Education Acceptance. The first two scales are combined in a rating called Study Habits. The latter two provide a composite score on Study Attitude. Overall effectiveness in included in a scale labeled Study Orientation. Students are provided with percentile ranks normed for a similar population of college students.

The Self-Concept Scale (SCS) consists of 40 adjectives relating to global self-concept. Students respond to each word in two categories: As I Am Now or As I Would Like to be, using three ratings: almost always, about half the time, less than half the time. Two scores are obtained for self-concept. These are Self-Concept-Now and Self-Concept-Ideal (Bledsoe, 1967 modified).

Subjects

Population Data

Test results on all or most of the standardized measures listed in the previous section were obtained for the majority of students entering Champlain (St. Lambert) for the years 1979-1982. Testing procedures varied from year to year, and not all tests were employed over the four years.

Additionally, not all students responded to all of the tests administered each May, and numbers vary accordingly. Table 5, Appendix H, records the tests administered and the number of students sitting for each 1979-1982.

1979. In May 1979, 885 students sat for all or part of the tests administered. These included The Diagnostic Reading Test, (D.R.T.), form A (1974), n=-817; The College English Placement Test (C.E.P.T.) (1969), n=795; the essay sample, n=832; The Survey of Study Habits and Attitudes (SSHA) (Brown and Holtzman, 1965), n=885; The Study Habits Checklist (Preston and Botel, 1967), n=885; The Self-Concept Scale (SCS) (Bledsoe, 1967), n=884.

1980. In May 1980, 839 students sat for all or part of the tests administered. These included The Diagnostic Reading Test (D.R.T.), form A (1974), n=802; The College English Placement Test (C.E.P.T.) (1969), n=823; the essay simple, n=823; The Study Habits Checklist (S.H.C.) (Preston and Botel, 1967), n=839 and The Self-Concept Scale (SCS) (Bledsoe, 1967), n=793.

1981. In May 1981, 1 053 students sat for all or part of the tests administered. These included The Diagnostic Reading Test (D.R.T.), form A (1974), n=1 024; The College English Placement Test (C.E.P.T.) (1969), n=1 053; the essay sample, n=1 020; The Study Habits Checklist (S.H.C.) (Preston and Botel, 1967), n=1 032; The Self-Concept Scale (SCS) (Bledsoe, 1967), n=134.

1982. In May 1982, 835 students sat for all or part of the tests administered. These included The Diagnostic Reading Test (D.R.T.) (1974), n=835; the essay sample, n=835; The Study Habits Checklist (S.H.C.) (Preston and Botel, 1967), n=835.

Experimental and Control Subjects, 1979-1980

All students for this study were selected from those enrolled at Champlain (St. Lambert) in September 1979. As much as possible first year students were chosen, although in some groups there was no option. Table 4, Appendix G, illustrates the numbers of subjects per group per semester further divided by gender.

Group 1--composition. Students were randomly selected from the composition class lists available after registration. The majority of students enrolled in this course are in their first year, so no second year students were included. Only those who had sat for all the May tests were included in the research.

For Fall Semester 1979, 39 students were selected for inclusion in the research. Of these, 28 appeared for the post-testing session.
For the Winter Semester 1980, 43 students were selected. For the post-testing session, 21 subjects appeared.

Group 2--literature. Forty sections of literature courses are available to students each semester. In order to select subjects for this group, 8 sections of courses traditionally taken by first year students were isolated. These were taught by three different teachers. Students were randomly selected from class lists available after registration and the availability of individually complete test results from May 1979 was verified.

For the Fall Semester 1979, 30 students were selected for inclusion in the study. Twenty students appeared for the post-testing session.

For the Winter Semester 1980, 34 students were selected for inclusion in the study, and 18 appeared for the post-testing session.

Group 3--reading efficiency. Only one section of this course was offered in the Fall and Winter semesters, respectively. No selection process was possible. In Fall 1979, 14 of the 25 registered students had complete pre and post-treatment data available. In Winter 1980, 9 of the 19 listed had all results available pre- and post-tutoring.

Group 4--The College Reading Programme. These students voluntarily register for the courses. One section is offered to second year students in the fall and two sections are open to first year students in the winter. In Fall 1979, 17 of the 22 second year students completed all pre- and post-tests. In Winter 1980, 54 of 58 freshman students had all test data available.

Group 5--tutees. Tutees usually refer themselves for tutoring, requesting help in most subjects offered at the college, which for 1979 and 1980 can be divided into three broad areas: language skills, mathematics and science subjects. In addition, most of the tutees are also registered for an English course. Those enrolled in a literature course or in a composition course (group 1) other than those selected for the study were retained for the evaluation. Those in the reading efficiency course (group

3) or The College Reading Programme (group 4) were not included in the data analysis for either treatment.

In Fall 1979, 58 students were tutored for three hours or more. Of these, 26 were included in the study as both pre- and post-test results were available. Similarly, in Winter 1980, of 48 students tutored, 36 had complete test results pre- and post-treatment.

Subjects and Testing Procedures

Groups were compared on the basis of gain scores on standardized tests of reading, writing and study skills, pre- and post-treatment. It was verified that all those selected for the study for group 1-4 had pre-test results in all areas.

Not all those requesting tutoring had sat for all of the tests in May 1979. Attempts were made to administer the tests to those who had not taken them, but time restrictions and student reluctance interfered and some tutees could not be considered for the research because of these gaps. This situation occurred in both semesters, although greater care was taken to offset this problem in Winter 1980.

Post-testing. By special arrangement with the registrar's office, those who were selected for the study in groups 1-4 were given early registration appointments for the following semester once they had attended the post-testing sessions.

There was a great discrepancy in the groups' response to this offer. Those in groups 1 and 2 (composition and literature) were generally responsive to the offer. Those in group 3 (reading efficiency) were not responsible about attending the post-testing sessions, although many wanted the privilege of early registration without doing the testing. Group 4 subjects were post-tested during the last week of the previous semester, and thus posed no problem.

As much as possible tutors were asked to complete the post-testing on tutees or to make arrangements for them to attend the post-testing sessions. Many tutees were reluctant to attend the testing sessions, and even the carrot of early registration did not entice some of them to sit for the tests. Tutors, too, who had ended their programmes earlier in the semester did not want to insist on the post-testing for tutees who they had not seen for some time.

This situation produced the unequal n's in the study.

Mark Analysis

All those originally included in the study were retained for the mark study, even though there were gaps in standardized test data. Marks were obtained from student records in the registrar's office.

Class averages and each student's marks were obtained from the official report, which also included indications of passes and failures. Notice that the student had been required to have his record examined by The Review Board (the body which pronounces itself on the readmittance of those failing more than 50 percent of their courses in a semester) was provided by the office of the Academic Dean.

Programme of Study

The effect of programme of study was analyzed in this research. Students entering college select from one of two categories: a two-year pre-university programme or a three-year professional programme. There are six pre-university programmes available. Two of these are science-oriented. One is pre-commerce. The others are Languages or Literature, Social Sciences or Creative Arts. The three options in the professional programmes include Business Administration, Data Processing or Secretarial Science. The programme in which a student was enrolled was accordingly noted in conjunction with marks in the courses relevant to the programme, overall average, successes and failures, and persistence with courses.

Data Analysis

Elementary statistics were done for the population results from the standardized tests administered in May 1979. Analysis of Variance and Chi-Square were used to assess the trends in the population data from 1979-1982.

Analysis of Variance and Pearson correlations were done for the experimental and control groups on the standardized test results. Post-hoc tests were done using Newman-Keuls, Tukey H.S.D., and t-tests with appropriate error items.

Analysis of Variance and Analysis of co-variance was done for the combined control group and for the experimental group on grades earned, for the three semesters. Analysis of variance, Pearson correlations and t-tests were done for the experimental group alone.

Figure 6 below summarizes the data used in the analysis.

FIGURE 6

Summary Table of Variables Used to Evaluate the
Effectiveness of the Five Treatments, Fall 1979 and Winter 1980

Group	n		Variables for Analysis	Treatment
	Fall	Winter		
5 Experimental	26	36	All Tests	Individualized
			Pre-Post Semester	Tutoring
Control 1	28	21	Marks--3 Semesters	Compulsory Composition
Control 2	20	18	GPA--3 Semesters	English Literature
Control 3	14	9	Programme of Study	Reading Efficiency
Control 4	17	54	Gender	College Reading Programme

NOTE: The following tests were administered:

1. Diagnostic Reading Test (Form A pre; Form B post);
2. The College English Placement Test and a writing sample;
3. The Study Habits Checklist;
4. The Survey of Study Habits and Attitudes;
5. A Self-Concept Scale

RESULTS

The data obtained from this study will be presented in the following order:

1.0 Longitudinal test results for in-coming students over a four-year span 1979-1982 will be first presented according to trends by gender and by programme of study on all variables for which there is complete information.

1.1 The specific results for the in-coming population in 1979, against which the results for the students in the study were compared, will follow.

2.0 The pre- and post-semester test results for the control and experimental or tutored subjects will be included next.

2.1 The results for the tutored group will be given according to the discipline in which tutoring was received.

3.0 The results for the mark study for control and experimental or tutored students will be presented by programme of study.

3.1 The results of the mark study for the tutored or experimental group will be presented by programme of study.

4.0 The description analysis of the students included in the study according to their rate of success in completing all requirements for the collegial diploma will be included. First presented will be the results for the tutored or experimental students, followed by a summary of the success rate for the students in the control groups (4.1).

5.0 An overview of the marks earned by those tutored from 1979-1982 will conclude the evaluation.

1.0 Population Data, 1979-1982

Trends in the population test results over the four-year span of 1979-1982 were computed. Table 5, Appendix H, illustrates the tests administered each year and the numbers of students who sat for them. In total, 3 625 individuals sat for all or part of the tests.

Results are not available for all tests for all four years. Complete data are available for The Study Habits Checklist, 1979-1982; The Self-Concept Scale, 1979-1981; The College English Placement Test, 1979-1981; and the essay, 1979-1982. In the process of adjusting for differences in coding procedures, results for The Diagnostic Reading Test were lost for the four year analysis, although data for the four years separately are available.

Results were analyzed for the effect of gender, programme and year.

Results by Gender, Programme and Year, 1979-1982

There was no significant difference over the four years for the distribution by gender over programme of study. The effect of significant differences in enrolment in programmes over the four years was ignored, as this resulted from a changed admissions policy. There were significant differences by gender and by programme of study on three measures over the four years. These are The Self-Concept Scale, The Study Habits Checklist, and The College English Placement Test.

Study Habits Checklist. There were significant main effects of gender $(F_{(1,1812)}=11.92, p\ .01)$, and programme $(F_{10,1812)}=2.75, p\ .01)$ for the results obtained on this scale. In the majority of cases where data were recorded, females scored higher than males. This is true in all programmes except for males registered in Business Administration, in 1979; in Pure and Applied Sciences, and in Data Processing in 1980; and for those in Commerce in 1981. The table of means for this effect may be seen in Table 6, Appendix H.

C.E.P.T. There was a significant two-way interaction of programme by year ($F_{20,2}$=2.46, p .01) for results obtained on the writing test. Those in the Health Sciences programme earned higher scores on this test between 1979 and 1981. Those in the Pure and Applied Sciences programme maintained higher averages than those in any other programme. Those in Social Science and in Creative Arts were consistently lower than those in the former programmes across the three years. Those in the Business Administration programme improved their marks over the three years, as did those in the Data Processing programme, especially between 1979-1980. The table of means for these effects may be seen in Table 8, Appendix H.

No other trends were observed in the population data 1979-1982.

1.1 Population Data, 1979 alone

In May 1979, 885 students who entered the college sat for the battery of tests selected for the evaluation. The tests include:

The Diagnostic Reading Test. form A
The College English Placement Test
an essay
The Survey of Study Habits and Attitudes (Seven Scales)
The Self-Concept Scale

Pearson correlations were done to determine the degree of relatedness among the test variables. Table 9, Appendix H, includes the correlations among the variables at the .05 level of significance.

It was found that The Diagnostic Reading Test (D.R.T.), The College English Placement Test (C.E.P.T.), the essay and The Study Habits Checklist (S.H.C.), both raw and decile ranking correlated with each other at the .05 level of significance. Scores on The Self-Concept Scale (SCS), Now and

Ideal, also correlated with these five measures at the .05 level of significance.

Not all seven scales of The Survey of Study Habits and Attitudes (SSHA) correlated significantly with the other variables. Scale 1 (Delay Avoidance), Scale 2 (Work Methods) and Scale 3 (Study Habits) did not correlate significantly with The Diagnostic Reading Test, The College English Placement Test or essay. There were negative correlations on these three scales with The Diagnostic Reading Test. Scale 3 (Work Methods) correlated negatively with the essay.

Scale 1 (Delay Avoidance) on the SSHA correlated significantly with both the raw and decile ranking on The Study Habits Checklist. For Scale 2 (Work Methods) and Scale 3 (Study Habits) a negative, non-significant correlation was obtained.

Scale 4 (Teacher Approval), Scale 5 (Education Acceptance), Scale 6 (Study Attitudes) and Scale 7 (Study Orientation) of the SSHA correlated significantly with all other test variables.

Results by Gender for Those Tested in 1979

The results by gender are presented in Appendix H, Table 10. A one-way analysis of variance was done on all variables listed in Table 11.

It was found that there were significant differences by gender. Females scored higher than males on The Study Habits Checklist ($F_{(1,883)}=22.74$, p .01); on the Scale 1 (Delay Avoidance on the SSHA ($F_{(1,883)}=35.64$, p .01); on Scale 4 (Teacher Approval) ($F_{(1,883)}=17.18$, p .01); on Scale 5 (Education Acceptance) ($F_{(1,883)}=22.61$, p .01) and on Scale 7 (Study Orientation) ($F_{(1,883)}=32.24$, p .01). Females also outranked males on the placement essay ($F_{(1,830)}=6.52$, p .01). Only on the

Diagnostic Reading Test did males score higher than females ($F_{(1,815)}=8.11$, p .01).

Results by Programme for 1979

The results by programme of study for all in-coming students tested in 1979 are presented in Tables 11 and 12 in Appendix H. Table 11 records the results on The Diagnostic Reading Test, The College English Placement Test, the essay and The Self-Concept Scale. Table 12 includes the results on The Study Habits Checklist and on three scales of The Survey of Study Habits and Attitudes on which significant differences by programme were found. These are Scale 1, Delay Avoidance; Scale 3, Study Habits and Scale 4, Teacher Approval.

Post-hoc Tukey HSD tests were used to determine differences in performance on the test measures by programme of study.

The statistical analysis showed that students in Creative Arts (050) scored significantly lower than may of their peers in other programmes on three measures: The Diagnostic Reading Test ($F_{(10.690)}-3.95$, p .01); The Study Habits Checklist ($F_{(10,756)}=2.75$, p .01); and on two scales of The Survey of Study Habits and Attitudes, including Scale 1, Delay Avoidance ($F_{(10,756)}=2.39$, p .01) and Scale 3, Study Habits ($F_{(10,756)}=1.85$, p .01). The means for the test measures by programme of study are found in Table 11 and 12 in Appendix H.

Those in the Business Administration programme (410) scored significantly lower than many of their peers on The College English Placement Test ($F_{(10.666)}=6.87$, p .01) and on Scale 4, Teacher Approval, of

The Survey of Study Habits and Attitudes ($F_{(10,756)}=2.99$ p .01). The means for these measures are found in Appendix H, Tables 11 and 12.

Secretarial Science Students (412) also recorded lower scores than peers on The College English Placement Test ($F_{10,666)}=6.87$, p .01). In addition, students in this programme recorded the only significant differences on The Self-Concept Ideal Scale, scoring lower than those in three pre-university programmes ($F_{(10,753)}=2.34$, p .05). Table 11, Appendix H, includes the means for this interaction.

These were the only relevant differences by programme of study on the measures used in the study of population test results for 1979.

2.0 Results of the Experimental Analysis

The results of the controlled study are presented in three sections. Section 2.0 includes the results of the analysis of the pre-post treatment scores on the standardized tests of reading, writing and study behavior and on The Self-Concept Scale for those in all five treatment groups. A secondary analysis (2.1) compares the performance of the tutored, or experimental group, according to the subject tutored.

Section (3.0) presents the results of the mark study. For purposes of this analysis all those in treatment groups 1-4 were combined and the total group performance was compared to that of the tutored, or experimental, group 5. Subjects within the two groups were further divided according to their programme of study and results are presented by area of concentration. A secondary analysis (3.1) within this section presents the results of the comparison of marks for tutees (experimental group 5) divided by programme of study according to the subject area in which they received tutoring.

Section (4.0) of the results presentation includes an overview of the success rate in obtaining the collegial diploma for those in the four English-treatment groups, divided by programme of study. A sub-section (4.1) of this aspect of the research presents the same data for those in the tutored, or experimental group 5.

The results of the analysis of the tutees' marks over six semesters concludes the section.

Subjects

Figure 6, page 140, shows the numbers of students included in the analysis of pre- and post-test data by treatment group. For the first stage of the experiment, 178 subjects were included. The subsequent longitudinal mark study considered grades for these same subjects over three semesters.

As some of the original subjects did not remain in the college for three subsequent semesters, numbers were reduced to 44 for the mark analysis in the third term.

A descriptive analysis of all those originally selected for the study was included in the third phase evaluation. For the comparison of success and failure rate and level of persistence in college according to treatment group and by programme of study, the records of the 381 originally selected subjects were followed. Table 4, Appendix G, presents the numbers of students per treatment group further divided by gender.

Sampling based on the population test results showed that the distribution of the 178 subjects considered for the first phase of the research was similar to the 1979 in-coming population for gender but not for programme of study.

In the English treatment groups 1-4, the balance across programmes of study was unstable. Few students from the three year professional programmes were represented in these groups. Only three students from Language and Literature were enrolled in the four English treatment groups. Similarly, few students were selected for the control groups from the Creative Arts option.

A higher percentage of tutored subjects was enrolled in the two science programmes than was found in the total population registered in 1979. Few tutees were registered in the three year professional programmes, and no one requested tutoring from the Language and Literature or Creative Arts options.

2.0 Results of Analysis of Pre-Post Test Scores for the Five Treatment Groups

A 5x2x2 design analysis of variance, on group by gender by trial (pre/post), was performed for both Fall and Winter semesters separately for the analysis of gain scores on the standardized tests of reading, writing, study skills, and self-concept Semesters were not combined because of considerations of possible time differences. Post-hoc tests were performed using Newman-Keuls with p .05 level of criterion.

It was found that for most of the dependent variables there was a main effect of gender, with females scoring higher than males. This effect coincides with the findings from the population data for 1979-1982 and for 1979 alone, in which females scored higher than males on The Study Habits Checklist, in all years; on five scales of The Survey of Study Habits and Attitudes, in 1979, and on the essay and College English Placement Test for 1979.

The analysis showed that there was an overall group improvement pre- to post testing for all treatment groups. Post-hoc tests showed that at pre-testing there were few significant differences on any measures among the five groups. At the post-testing, significant differences were found on the two scales of the Study Habits Checklist, raw and decile rank; and on all seven scales of The Survey of Study Habits and Attitudes.

No significant differences were found on The Diagnostic Reading Test, The College English Placement Test, the essay sample or on either scale of the Self-Concept Assessment.

Trends in the results are presented here. Additional data and tables of means are included in Appendix I. Tables 13 and 15 include the means for the Study Habits Checklist, raw and decile rank, Fall semester; Tables 14 and 16 include the means for the Winter semester for this checklist. Tables 17-23 include the means for the seven scales of The Survey of Study Habits and Attitudes, treated chronologically, Fall semester only.

Study Habits Checklist - raw and decile ranking

Figure 7, Appendix I, illustrates the results obtained from an analysis of the pre- post test results on this measure. All groups but group 1, composition, made gains on the checklist in both semesters. Those in group 4, The College Reading Programme, and those in group 2, Literature, outscored those in the three other groups, with those in the literature option rating the highest scores.

Survey of Study Habits and Attitudes - Scale 1, Delay Avoidance, Scale 2, Work Methods, Scale 3, Study Habits

The general trend on these three scales is for females to outrank males at both the pre and post-testing. Those in the College Reading

Programme, group 4, made significant gains on all three scales at the post-testing. Figure 8, Appendix I illustrates the differences found in the analysis. The tables of means for these three scales are also found in Appendix I. Table 17 includes the means for Scale 1; table 18 for Scale 2; and table 19 for Scale 3.

Survey of Study Habits and Attitudes, Teacher Approval (Scale 4), Education Acceptance (Scale 5), Study Attitudes (Scale 6) and Study Orientation (Scale 7)

Figure 9, Appendix I, illustrates the findings on these four scales. As with the first three scales, those in the College Reading Programme group 4 made substantial gains pre-post testing on all scales. Those in the composition group 1 scored lower than those in all the other groups on all scales but seven. The tables of means for these interactions are found in Appendix I table 20, Scale 4; table 21 Scale 5, table 22, Scale 6, table 23, Scale 7.

There were no other significant results when those in the five treatment groups were compared.

2.1 Tutored Group (5) Results by Subject Tutored

In order to ascertain whether subject tutored would affect results obtained for group 5, a secondary analysis compared pre- and post-test scores for subjects in this group alone, according to whether students were tutored in language skills (group A), in mathematics (group B) or in science subjects (group C).

Significant differences were found on almost all of the 14 variables.

These include:

The Study Habits Checklist (S.H.C.), raw and decile rank
The Survey of Study Habits and Attitudes (SSHA), six scales
The College English Placement Test (C.E.P.T.)
an essay
The Diagnostic Reading Test (D.R.T.)
The Self-Concept--Now Scale

The tables of means for these interactions are found in Appendix J.

Measures of Study Habits and Attitudes

The measures used to assess study habits and attitudes, pre- and post-tutoring, include the S.H.C. and the seven scales of the SSHA. No trends emerged from the analysis of scores on these measures, although females scored higher than males on most scales of the SSHA. This coincides with the findings from the incoming population in 1979.

No significant differences were found on the S.H.C. for the fall semester. In the winter semester, on both the raw and decile ranking, there was a significant group x gender x trial interaction ($F_{(2,30)}=7.35$, p .01 and $F_{(2,30)}=5.39$, p .01, respectively). The table of means for these interactions appears in Appendix J, Table 24 for the raw score and Table 25 for the decile rank.

On the S.H.C., raw score and decile, pre-test score, males in group C, science outscored all others, both male and female. However, at the post-testing in the Winter semester, those in the other two groups made significant gains and erased the differences among the groups. Males tutored in language skills (group A), however, still ranked lowest overall.

Significant interactions on the SSHA varied from scale to scale according to the semester tutored. Trial and subject tutored also influenced the results.

On Scale 2, Work Methods, there was a significant interaction at the pre-testing for fall ($F_{(2,20)}$=3.89, p .04) and winter ($F_{(2,30)}$=9.01, p .01). The table of means for these interactions are found in Table 26, fall, and Table 27 winter, Appendix J. Additionally, there was a significant group x gender interaction at the post-testing in fall ($F_{(1,20)}$=10.42, p .01).

Significant group x gender interactions on Scale 3, Study Habits, for fall ($F_{(1,20)}$=7.50, p .01) and group x treatment for winter ($F_{(2,30)}$=3.61, p .04) were obtained. The table of means for these interactions are found in Appendix J, Table 28, fall, and Table 29, winter.

Significant group x gender interactions for Scales 4 to 7 for fall were obtained. Table 30 includes the means for significant interactions on the Teacher Approval Scale 4 ($F_{1,20)}$=5.84, p .03); The Education Acceptance Scale 5 ($F_{(1,20)}$=4.33, p .05); The Study Attitudes Scale 6 ($F_{(1,20)}$=6.01, p .02) and The Study Orientation Scale 7 ($F_{(1,20)}$=6.85, p .02).

In the winter semester, significant interaction emerged on two scales: Education Acceptance, Scale 5 and Study Orientation, Scale 7. Significant group x gender x trial interactions were found at the pre-testing ($F_{(2,30)}$=4.62, p .02) on Scale 5, and at the pre-testing for Scale 7 ($f_{(2,30)}$=4.08, p .03). The table of means for these interactions appears in Appendix J, Table 31.

Summary of Significant Interactions, S.H.C. and SSHA, Fall and Winter

On the six scales of the SSHA for which significant differences were found in the fall semester, at the post-test, females scored significantly higher than males, paralleling the findings from the control and experimental groups combined. In winter, on the pre-test, those in group

A, language skills, scored lower than those in mathematics (group B) and science (group C) on Scale 2, Work Methods, Scale 3, Study Habits, Scale 5, Education Acceptance and Scale 7, Study Orientation.

Reading and Writing Test Results

Significant interactions emerged on The Diagnostic Reading Test (D.R.T.), The College English Placement Test (C.E.P.T.) and the essay. Trends were consistent on all these measures across both semesters. Students tutored in language skills (group A) scored lower than those in mathematics (group B) or in science (group C). The table of means for the significant group x treatment interaction, pre-tutoring, for fall on the D.R.T. ($F_{(2,20)}$-7.08, p .01) is found in Appendix J, Table 32, and for winter ($F_{(2,20)}$=7.89, p .01) in Table 33. The table of means for the significant group x treatment interaction, pre-tutoring, for fall on the C.E.P.T. ($F_{(2,20)}$=3.14, p .06) is found in Appendix J, Table 34, and for winter ($F_{(2,30)}$=5.93, p .01) in Table 35. The table of means for the significant group x treatment interaction, pre-tutoring, fall, is found in Appendix J, Table 36, and for winter ($F_{(2,30)}$=3.31, p .05) in Table 37.

Self-concept. Students tutored in language skills (group A) in the fall semester were significantly different at the pre-testing from those in mathematics (group B) or science (group C) on The Self-Concept--Now variable ($F_{(2,20)}$=7.08, p .01). The table of means for this interaction is found in Appendix J, Table 38.

These are the only measures on which tutored subjects differed from one another, according to the subject in which they requested assistance.

3.0 Mark Analysis

In order to investigate the long-term effects of enrolment in the treatment groups on academic performance, marks for those in the four English courses and for the tutored group were collected and analysed over three semesters. For this aspect of the study, all control subjects from both semesters were combined into one group. In total, 132 subjects were enrolled in the four English treatment groups and had complete pre- and post-data, and 40 subjects were tutored and had complete pre- and post-data. Numbers were reduced from the original sample, as some students selected for the study did not remain in the college beyond the semester in which they were participants in the study. Table 4, Appendix G, shows the numbers of students included per treatment group.

Astin (1975) found that programme of study was related to rate of persistence in college. In order to investigate this relationship locally, those in the five treatment groups were divided according to the programme in which they were registered. As there were no subjects in some programmes, as was described in the section on distribution of subjects across programmes, the number of these has been reduced to four. These are:

group I:	Health Sciences (010)
group II:	Pure and Applied Sciences (020)
group III:	Social Sciences (030)
group IV	Commerce (040) and all other programmes including: Creative Arts(050) Language and Literature (060) Business Administration (410) Data Processing (420) Fine Arts (511)

Table 39, Appendix K, includes the numbers for fall and winter semesters.

The descriptive analysis of all 381 of those originally selected for the study compared those in the five treatment groups by programme of study.

3.0 Comparison of Experimental and Control Groups

Four measures were used to compare the experimental, or tutored group, with the total control group, combined for both semesters. These include:

1. Self-Concept--Now--pre- and post-testing
2. English marks over three semesters
3. Gain Scores, semester one to two, semester one to three
4. Overall average for each of three semesters

All were analyzed for the effect of programme and gender.

Analysis of Variance Results

A 4x2x2 completely nested analysis of variance on group x gender x semester was performed. In addition, an analysis of co-variance was used to test for the effect of self-concept on performance.

Self-Concept--Now. For the experimental and control groups, both, there was a significant difference by programme and by group on The Self-Concept--Now Scale, pre- and post-testing ($F_{(3,156)}=4.24$, p .02). Those in the combined control groups, fall and winter semesters, scored lower than tutored peers if they were following the Commerce (040) or Pure and Applied Sciences(020) programme of study. Those who were tutored from the Social Sciences (030) group scored lower than peers in the 030 control group on this measure. There were no differences in scores obtained on The

Self-Concept--Now Scale between controls and experimentals in the Health Sciences (010) programme, nor were any sex differences found on this measure. A parallel analysis was completed and showed the same results. The table of means for this interaction may be found in Appendix K, Table 40.

Overall Average and English Marks

A. By programme, in semesters one and two, there were no significant differences in overall average, nor where there any differences between experimental and control groups. There was a significant gender x programme x group interaction in semester three for overall average ($F_{(3,108)}=4.08$, p .01). Most of the tutored group achieved higher averages than peers of the same sex who were following the same programme of study. Only female tutees who were enrolled in the Pure and Applied Sciences (020) programme scored lower than females in the 020 control group and male tutees in Social Sciences (030) scored lower than their control peers. The table of means for this interaction may be found in Appendix K, Table 41.

B. By gender, there was a significant difference between marks obtained for males and females in semester one ($F_{(1,152)}=8.30$, p .01). Females scored significantly higher, overall, than did males. The table of means for this interaction may be found in Table 42, Appendix K.

There was also a significant difference in English marks earned by females and males in semester one. Females scored significantly higher than males in English. The table of means for this interaction may be found in Table 43, Appendix K.

Gain scores. There were no significant gains in overall average for subjects from semesters one to two. There were differences in gain scores between semesters three and one. A significant gender x programme x group interaction was observed ($F_{(3,106)}$=3.54, p .05). Except for tutored females who were enrolled in the Pure and Applied Sciences, all others in the tutored group showed gains in semester three over their marks in semester one. In the control group, both males and females in Commerce (040), females in Health Sciences (010), males in Pure and Applied Sciences (020) showed no gain from semester one to semester three. The table of means for this interaction may be seen in Appendix K, Table 44.

There was a significant difference by programme when gain scores for semester two were compared to those for semester three, with the first semester considered as the baseline ($F_{(3,99)}$=4.59, p .01). Those in Social Sciences made significant gains while those in Pure and Applied Sciences showed a decided decline. The table of means for this interaction may be seen in Appendix K, Table 45.

Summary

No sex differences were noted on The Self-Concept Scale as had been found in the population data. Differences in scores by programme and treatment group showed that tutees in Commerce (040) and Pure and Applied Sciences (020) scored higher than controls in these programmes while tutees in Social Sciences (030) were lower.

In semester one, females earned higher averages and higher English marks than their male counterparts.

There were no differences in overall marks by programme of study in semesters one and two. Only in semester three did differences appear when female tutees in Pure and Applied Sciences (020) and male tutees in Social Sciences (030) earned lower marks than peers in the parallel control groups. Those in Social Sciences (030) made gains in marks between semesters two and one and three and one, while no gains were made by those in Pure and Applied Sciences (020). Tutees, except for females in the Pure and Applied Sciences (020) made gains in overall average between semesters one and three.

3.1 Tutored Group 5 Mark Results by Subject Tutored

Tutees were observed for differences in marks obtained over three semesters according to subject tutored and programme of study. For this group, self-concept--now, pre- and post-treatment, gain scores and English marks over three semesters plus performance in the tutored discipline were analyzed. The students' marks in the courses required for the programme of study were also compared. Analysis of variance and t-tests were performed on paired measures. There were 44 subjects included in this analysis.

There were no trends in the results on any of the measures used, by programme and by gender, when an analysis of variance was performed. On The Self-Concept--Now, post-test score, there was a significant effect of gender ($F_{(1,43)}=4.72$, p .05) with females scoring higher than males. There was no significant interaction with programme of study.

There was also a significant effect by programme ($F_{(4,43)}=2.68$, p .05) and by gender ($F_{(1,42)}=4.18$, p .05) on overall average in semester two. Females scored higher than males, overall, except for females in Pure and Applied Sciences (020). Males in Social Sciences (030) scored lower than males in the other programmes of study.

When t-tests were used to compare the means on paired measures, it was found that there was a significant negative correlation between overall average in semester one and marks in the subject in which students received tutoring (t_{42}=4.60, p .01). Students marks in the tutored subject were lower than the average marks earned in all their other disciplines. The same relationship was found between marks in the second semester and grades earned in the discipline tutored, if it were chosen in the succeeding semester (t_{28}= -3.42, p .05). Again, the grades in the tutored subject fell below the average obtained for all others. The same relationship was observed in semester three (t_{19}= -2.46, p .05).

A significant negative relationship was also found between the tutored subject and students' English marks in semester one (t_{41}= -3.36, p .01) and in semester two (t_{24}= -2.53, p .05). English marks were generally significantly higher than those earned in the discipline tutored. By semester three, this significant relationship had disappeared.

Marks in the tutored discipline by semester four had neared the level of marks earned in English and overall average, although the change was not significant.

Summary

Female tutees scored higher than male tutees on The Self-Concept--Now, post-test, although this had no apparent relationship to marks earned. Females generally did earn higher overall averages and English marks than male tutees in semester one.

Tutees did not earn marks in the discipline tutored as high as they did in other subjects overall, or as they did in English.

4.0 Descriptive Analysis of Tutored Groups

In keeping with some suggestions in the literature that rate of persistence in college and general academic record might be appropriate measures to use to assess the effectiveness of a programme, each subject's academic record was analyzed in order to obtain the following information:

1. Programme to which the student had been originally admitted to the college.
2. Programme to which he changed, with date
3. Total number of semesters that the student was registered at Champlain--St. Lambert
4. Date of receipt of diploma, where applicable
5. Record of Review Board Attendance, where applicable
6. Subject tutored and pass/fail record
7. Semester tutored
8. Number of hours of tutoring received

The information obtained on each person tutored in The Student Learning Centre in Fall 1979 is presented Appendix L. Records for those tutored in the Winter 1980 are included in Appendix M. Following each chart is a summary of tutors' comments on each tutee, numbered for privacy. Table 46, included in Appendix L, includes a summary of the results, broken down according to programme of study, for those tutored in the Fall semester, 1979. Table 47, found in Appendix M presents the same data for those tutored in Winter 1980.

The results as tabulated in Table 46 and Table 47 show that programme of study has some relationship to rate of retention in college. Those who remained in the Health Sciences (010) or in the Pure and Applied Sciences

(020) programmes completed their studies in fewer semesters than those in other programmes. Many more students switched out of these two programmes, however, than out of the others offered at the college. A higher percentage of students remaining in these two programmes managed to earn their diploma than those in the other courses of study. This effect is seen in both semesters.

Programme of study apparently influences the pass/fail rate in courses in which the students requested tutoring. Those who requested help from the Health Sciences programme, or the Pure and Applied Sciences programme or from Commerce (040) had higher pass rates for their tutored courses than did those who requested help from the other programmes. In general, students from these programmes tended to persevere with the courses and so completed them, even if they did fail the courses initially. For example, for the fall semester four tutees in the 020 programme failed the course that they were being tutored in, but three of these re-enrolled in the next semester and managed to pass the course the second time that they took it. Those from Social Sciences tended not to re-enrol in a course which they had failed. Often they dropped the course before the end of the semester, despite the promise of the tutoring. To illustrate, in Fall 1979, eight of the students being tutored dropped their course and five of these were enrolled in the Social Sciences programme.

In the Winter semester, 1980, only one tutored student actually dropped his course, but he, too, was from the 030 programme. An interesting trend was observed in the tutored group: many of the students who did not pass the course in which they were being tutored had originally been admitted to the college in one of the science programmes, but changed out of this area, either during the semester in which they were being tutored or directly afterwards.

The results for the Fall 1979 show that only 58 percent of those tutored passed their courses in that semester. The following shows the breakdown of information for those tutored in the fall:

Figure 10

Number of Students Completing Collegial Studies by Tutored Group According to Programme of Study - Fall 1979

Programme	n	Passed Course	Repeated and Passed Course	Failed Course	Dropped Course
010	9	100%	-	-	-
020	9	44%	33%	11%	11%
030	23	38%	13%	26%	22%
040	14	42%	35%	14%	8%
all others	9	77%	-	11%	11%

The results for the winter semester are more positive. Following is the breakdown for courses passed and failed for that group.

Figure 11

Number of Students Completing Collegial Studies by Tutored Group According to Programme of Study - Winter 1980

Programme	n	Passed Course	Repeated and passed Course	Failed Course	Dropped Course
010	11	90%	9%	-	-
020	11	83%	-	16%	-
030	15	66%	-	26%	8%
040	13	76%	-	23%	-

The contrast in performance by programme of study may be seen in the differences in pass rate for those in the 010,020, and 040 programmes and those in the 030 programme. Tutoring has neither a positive nor negative effect on performance in courses.

4.1 Descriptive Results for the Control Groups

A similar descriptive presentation of overall academic record was prepared for students in the four control groups, for Fall 1979 and Winter 1980, divided according to programme of study. The data for those in the control groups for fall is included in Appendix N ; that for the winter control groups may be seen in Appendix O. Preceding the charts illustrating the academic records for each group of subjects is a table which summarizes the data by programme of study. Table 48, Appendix N , presents the overview for subjects in control group 1, composition. Table 49, Appendix N presents the overview for subjects in control group 2, literature. The information for those in the reading efficiency class, group 3, is included in Table 50, and that for those in the College Reading Programme in Table 51, Appendix N.

Similarly, Appendix O presents the information for subjects in the control groups for Winter 1980. The total descriptive data is preceded by summary tales for the respective group, again divided according to programme of study. Table 52 refers to the information for the composition control group; Table 53 summarizes the data for those from the literature class. Table 54 presents the overview for those in the reading efficiency class and Table 55 for those in the College Reading Programme.

The differences in persistence according to programme of study is clearly seen, although this is also confounded by the English class in which the student was enrolled. Those in the Pure and Applied Sciences (020) and Health Sciences (010) and Commerce (040) programmes had a much more successful academic career, overall, than did those in the other programmes. Their rate of course completion was greater, on average, than those in the other programmes in which control students were enrolled. There is a marked difference in the record of the former students when compared to those in Social Science (030).

English course choice seemingly is related to rate of completion of studies. Those in the composition course and those in the reading efficiency course did not have as high rates of obtaining their diploma as did those in the literature classes or in the College Reading Programme. This may be seen by reference to Figure 12, on the following page. Even when the professional programmes are omitted, as they are three year courses rather than two, it may be seen that the composition classes and the fall group in the reading efficiency class have a lower percentage of graduating students than do those in the other groups. In addition, for fall composition students enrolled in the 020 programme, there was a lower success rate than for science peers in other control groups.

FIGURE 12

Number of Students Completing Collegial Studies by Control Group According to Programme of Study - Fall and Winter

	CONTROL 1		CONTROL 2		CONTROL 3		CONTROL 4	
Programme	**Composition**		**Literature**		**Read. Eff.**		**C.R.C.**	
	F	W	F	W	F	W	F	W
010	5/6	0/1	2/2	5/5	-	-	-	3/3
020	1/7	3/5	-	2/3	3/4	1/1	3/4	4/6
030	9/14	8/19	10/20	8/15	4/10	4/8	10/13	18/26
040	3/5	12/14	6/6	5/6	4/5	2/3	3/5	8/12
050	2/2	-	-	2/3	0/1	2/2	-	1/2
060	1/1	1/1	-	-	-	-	-	0/1
Subtotal	21/35	24/40	18/28	22/32	11/20	9/14	16/22	34/50
Percentage	60%	60%	64%	68%	55%	64%	73%	68%
410	0/1	0/2	1/2	0/1	0/3	1/3	-	-
420	0/2	1/1	-	-	2/2	0/2	-	0/3
511	1/1	-	-	0/1	2/2	0/2	-	0/3
Total	22/39	25/43	19/30	22/34	13/25	10/19	16/22	34/53
Percentage	56%	58%	63%	65%	52%	53%	73%	64%

Summary

Differences in rate of persistence with collegial studies appear among the control groups or for the experimental group. Those in the pre-university programmes in science (010, 020) and in the Commerce (040) programme have higher rates of retention in Cegep and earn their diploma more often than do those in Social Sciences (30) or in the professional programmes.

Analysis of tutee marks-- Fall 1979-1982.

The final stage of the analysis investigated the differences in marks earned by the tutees from the groups tutored from Fall 1979 to Winter 1982. The average mark earned by each tutee for the semesters he remained at Champlain from the time that he requested tutoring was compared to that of others in the tutored group, and the averages across each tutored group were compared for the period under study. It was found that the groups requesting tutoring were similar from semester to semester. There were no significant differences in the overall marks earned according to the semester tutored. Nor were there any significant differences in marks over the period investigated for the tutored group. No significant differences emerged in the English marks earned, either in the semester tutored or across the time used in the study. There were too few subjects per programme of study to determine whether there were differences in semester average or in English marks according to this variable.

Sex differences emerged in the overall mark study as they had in the earlier one. Females, on average, earned higher marks than males in each semester considered, and they scored higher in their English course than did the males against whom they were compared.

Tutor comments about tutees.

The summary comments presented in the charts have been extracted from the final reports submitted by the tutors each semester. A check was done to determine the degree of astuteness exhibited by the tutor when writing his evaluation of the tutee's performance. There was a high rating correlation between the tutor's perception of the student's ability and chance of success in passing the course and the actual marks earned in the tutored subject. From this perspective, the validity and reliability of the mechanisms used in the tutoring course can be judged effective.

DISCUSSION

1.0 Trends in the Population Data, 1979-1982

The analysis of the data for this study began with an assessment of scores from the standardized tests of reading, writing, study habits and self-concept recorded for the entering population for the years 1979-1982. This analysis was undertaken to determine whether trends in results could be observed across the years. The results obtained for the subjects selected for the 1979-1982 study were compared to the scores recorded for the entering population of 1979 in order to assess whether these results were comparable to those for the freshmen sample of that year.

Results by gender

Study habits. As noted in the results section, trends in the scores on the measures of study habits were consistent across the years. In all years, 1979-1982, females scored higher than males on the raw and decile ranking of The Study Habits Checklist (SHC) (Preston & Botel, 1967). In addition, in 1979, the only year in which it was globally administered, females outscored males on four of the seven scales of The Survey of Study Habits and Attitudes (SSHA) (Brown & Holtzman, 1965).

The consistency with which females outranked males on the SHC is partly predicted by the norms of the test, as they are presented in the administration manual (Preston & Botel, 1967). According to the scoring table, females are expected to earn a higher raw score than males in order to be placed within the same decile ranking. Although the test instructions do not provide an explanation for the differences between males and females, the latter repeatedly earned higher scores than males on all populations of the 1966 sample, from grades 9 to 12, and at the college level. The performance of females at Champlain-St. Lambert supports the data included in the SHC test manual.

Similarly, on four of the seven scales of The Survey of Study Habits and Attitudes (SSHA) females outranked males. The scales where differences by gender were noted include Scale 1, Delay Avoidance; Scale 4, Teacher Approval, Scale 5, Education Acceptance; and Scale 7, Study Orientation; no differences were found on the other three scales.

The test administration manual does not provide separate scores for males and females, although in the original form of the test, developed in 1953, there were separate norms for the sexes (Brown & Holtzman, 1965). The test constructors chose to ignore these differences in responses between males and females for purposes of the revised edition (1965) despite their acknowledgement that males at the college freshmen level generally score lower than female peers. Brown and Holtzman decided that not providing differentiated test scores would allow students the ability to compare results equally, while those interested in sex differences could study these independently. The authors wrote that any apparent sex differences at the college level might be attributable to other fundamental factors, such as differential selection in college admissions and the general tendency of women to perform better in schoolwork because of better habits and attitudes in the first place (Brown & Holtzman, 1965, p.12).

Brown and Holtzman also contend that females tend to earn better grade point averages than men in their freshmen year of college. They state that the generally higher mean scores of women on the SSHA are believed to be a function of their slightly better academic performance and greater willingness to conform to academic mores than is the case for male freshmen.

Brown and Holtzman support their statements about female performance on the SSHA and, academically in the freshmen year, with examples from the sample population in 1966, showing the predominant position of women in both areas. From the results of the local study at Champlain-St. Lambert it appears that, even fifteen years later, the test constructors' premise is accurate as females outscored males on four of the seven scales, including the cumulative Scale 7, and also earned higher marks in their first semester than males.

The local data seem to confirm the belief that women do score better than men on inventories of study habits. However, the global results on the two study habits scales, when correlated, provide some interesting contrasts, even though they purport to measure the same skills. Results on five of the scales of the SSHA correlate positively and significantly with the Study Habits Checklist (SHC); however, Scale 2, Work Methods, and Scale 3, Study Habits, which one might expect to be most closely allied to the behaviourally oriented statements on the SHC, produced a negative, non-significant relationship. This lack of correspondence between the scores in this crucial area raises questions about the relative merits of the statements used on these scales, especially as both test manuals stress the usefulness of the test results for counselling students about their studying methods.

Placement essay. Although there were no significant trends over the four years on this variable, females did outrank males in 1979. The difference in favour of women may be related to the performance of females on the SHC and SSHA, as noted above. Certainly English instructors who grade these essays have noted that the presentation of the writing sample often influences their assessment of its merit. As females generally seem to have better study habits, including organizational skills, than their male peers, their more structured and neater approaches to writing may be as much responsible for the higher marks awarded their writing as any actual difference between the sexes in writing ability. This conjecture is partially supported anecdotally by local English instructors' comments and by the contentions of Brown and Holtzman (1965) cited above, about female attitudes and performance during the freshman year.

Self-concept. Females outscored males on The Self-Concept-Now scale over a three year period, 1979-1981. This outcome at Champlain-St. Lambert is supported by findings in the literature on self-concept and self-esteem. Writers such as Bledsoe (1967), Mangieri and Olsen (1975) and Rubin (1977) have noted that females generally have a higher sense of self-esteem than males, regardless of the relative academic standing of the students. Even females with a low academic average record higher ratings on the Self-Concept inventories than males at the same level of academic performance. This finding was noted both in the population data and in the actual study completed for this report, in which it was found that females in both the experimental and control groups earned higher scores on the Self-Concept-Now scale.

A confounding factor which could influence the results obtained on the Self-Concept-Now scale relates to the type of scale used. Wylie (1979) found that the relationship between self-concept and academic achievement was often unclear unless the self-concept scale employed related directly to self-concept of academic ability. Thus no predictions about the role of self-concept in academic performance for females can be made based on the results obtained from the study, especially as it has been pointed out that females will often have a higher sense of self-esteem regardless of their academic standing. In addition, Wylie (1979) has also shown that modified scales often produce results which are less meaningful than ones resulting from the use of a standardized form. The self-concept scale used in this study was modified from one developed by Bledsoe (1967) and so, even though females show the expected pattern in their results, it would be difficult to attach real importance to the rating.

Diagnostic Reading Test. Males outscored females on the Diagnostic Reading Test in 1979, and although the data for 1980 to 1982 were not available for a statistical comparison, males did rank higher than females for all years that the test was administered.

Nowhere in the test manual (The Committeee on Diagnostic Reading Tests, Inc, 1974) is there any reference to possible sex differences on the test, so the gender differences in the results are not easily explainable, except possibly by reference to the test items themselves.

The test is composed of three sections: Part I contains 20 comprehension questions based on a story read under timed conditions, and Part III contains an additional 20 questions referring to text which is available for reference while answering the questions. The bulk of the test, 60 items, is contained in Part II: Vocabulary, which students are expected to complete in 10 minutes.

Some students complain that the range of items included in Part II: Vocabulary is quite technical, comprising terms which are not current in everyday language. Females at Champlain-St. Lambert have noted that this section might be easier for males as the terms might have more relevance to those interested in mathematical and technical terminology.

A time factor might be another aspect influencing the performance of males. Females, with their more exact study habits, may take more time answering the questions. As the 60 items are answered in 10 minutes, and the total number of correct answers is then added to performance in the two comprehension sections, those finishing more items in the vocabulary section would benefit in the total raw score accorded them. It is this score which is used in the analysis of data for the study.

One element which works in favour of males is the multiple-choice format of the test. No penalty is ascribed for work which is not neatly presented, although this is an aspect which could influence males' marks on the placement tests, as noted above. Superiority of females in study habits and attitudes would not benefit the women on this type of test, except in approaches to answering the questions, but their enhanced sense of organization and structure could slow females down and negatively affect their ranking.

Results by Programme of Study

There were relatively few differences on any of the test variables by programme of study noted either in 1979 or across the four year span. Many of the differences which did appear could be attributable to changed admissions policies or to keener competition for acceptance into the various programmes.

For example, on The College English Placement Tests (C.E.P.T.), there was a significant improvement on the part of students enrolled in Business

Administration (410) and Data Processing (420), over the three year period, 1979-1981. The improvement noted in the scores obtained by students in these areas of study corresponds to increased competition to be accepted into these programmes. The greater number of applicants meant that those with better high school marks were selected for admission, and this is reflected in their improved marks on the English test. Conversely, those in the science programmes, 010,020, always had the highest high school averages of those admitted to the college, and this is noted in the high standards they maintained across the time span.

Differences in results from The Study Habits Checklist and the Self-Concept Now Scale for those in the various programmes can also be attributed to improvements in the academic rating of the applicants. The findings support Astin's claim (1975) about the influence of high school grades on performance.

As there were no consistent patterns across the years on the other measures, significant differences by programme will not be treated in the discussion.

Results of the Study

2.0 Pre/post test differences in the five treatment groups

The results from the study parallel the findings of the investigation into the population results on the test variables. Gender effect was noted in the pre-treatment variables for both the English control groups and the tutored group, with females scoring higher than males.

The analysis of gain scores pre-post treatment produced differing results, depending upon the variable being considered, although for both semesters there is an overall group improvement over the fifteen weeks of the experiment.The greatest differences were noted on measures of study habits and attitudes, however, as was noted for the entire freshman population, although the scope of the change was affected by the treatment group in which students were enrolled, as had been predicted.

Measures of study habits by treatment group. Four of the five groups included in the study made improvements, pre-post treatment on The Study Habits Checklist (SHC) in both semesters. The pattern of improvement corresponded to the prediction made at the beginning of the study, although those tutored, group 5, did not make the greatest gains as had been expected. It was those in the literature option, group 2, who recorded the highest scores at the pre-testing who also made the greatest gains at the post-testing. This result may have been expected, given the generally high calibre of the students who enrol in literature. These are students whose writing ability is judged to be quite good, who are thus exempted from the composition course. Their high school marks are, on average, better than those of the majority of their peers, and this has an effect on their overall performance (Astin, 1975). The surprising element is their improvement in study skills when none are taught directly in the literature courses. It is possible that these students adapted successfully to the college environment and learned to become even more efficient in their reading and writing and studying over the course of the term (Astin, 1975; Feuers, 1969).

Those in The College Reading Programme, group 4, also made significant gains, pre-post treatment, on the SHC. The ranking of these students, however, may be more directly related to the type of work completed in the two courses which constitute the project: the psychology course concentrates on study behaviour and the application of the study and reading techniques taught in the English course to actual text material. This directed approach to studying, taught over 90 hours of course instruction, combined with the eight hours of cross-age tutoring completed by participants in the programme, is a powerful reinforcer of the various study skills and should have produced the significantly improved study behaviour recorded on the post-test SHC (Schwartz, 1977).

Disappointing is the performance noted for those tutored in the Student Learning Centre, who were expected to show the greatest gains as a result of the individualized programme each had experienced. While there were gains made, pre-post treatment, these were not at the level of significance noted for those in the literature group 2 or in the College Reading Programme, group 4. While one explanation might rest with the relatively few number of hours each tutee was tutored (8 hours, on average) with the concentration during these sessions on the learning of subject area material rather than skills improvement, this does not account for the differences noted by the students in group 2, literature, who were not presented with any study skills, and yet made substantial gains. The influence of those tutored in language skills, the weakest group in the entire study, may have affected the results for the tutored group.

The level of change noted for those in the two basic skills-building course, group 3, reading efficiency, and group 1, composition, conformed to the original expectation. While there was some gain on the SHC for those in the reading efficiency course, these students were surpassed by those in groups 2 and 4. Some explanation for this may arise from the lack of opportunity provided these students to integrate study skills with content

(Driskell & Kelly, 1980; Robyak, 1978) or to reinforce their learning through the teaching of others (Allen, 1976; Cohen et al, 1982; Jackson, 1974).

Those in group 1, composition, made no gains, pre-post treatment, in either semester on the SHC, as was expected. The nature of the course, which is a compulsory remedial writing course for those exhibiting weaknesses in writing on their placement test, almost ensures that those enrolled will show little improvement. As many writers have pointed out, the routine of the course, the general lack of interest on the part of students and their generally low levels of motivation, all contribute to the relative lack of success of these courses for those enrolled in them (Hayes & Diehl, 1982; Maxwell, 1979; Roueche & Snow, 1977). No study skills are taught in the course, and, unlike those in literature, few students from this group are interested in learning ways of improving or adapting to the college environment independent of course work.

The pattern noted for the groups on the SHC was followed, in the fall semester, on The Survey of Study Habits and Attitudes (SSHA), although the greater differences were noted on the first three scales by gender as well as by treatment. The scores on this inventory for the research group parallel those noted on the SSHA for the 1979 freshmen population, although those in group 4, The College Reading Programme, made significant gains, pre-post treatment, on most of the scales, probably for the reasons discussed above in reference to the SHC.

2.1 Results for those tutored, group 5

Those tutored were divided into categories relating to the broad discipline are in which they received tutoring: language skills, mathematics or science. The same basic pattern established for the treatment groups was noted here, with those tutored in language skills recording lower results than those tutored in mathematics and science on all measures at the pre-testing, and showing only minor, insignificant gains at the post-testing.

This result was predicted given the nature of the students tutored in language skills. Unlike the majority of those tutored in the other disciplines, those instructed in basic skills are most often referred by their English instructors. Many are already enrolled in the remedial writing course. These students are often reluctant to attend the tutoring sessions, and do so more from a desire to follow the teacher's instructions than from any real sense of motivation. From observation, it would appear that these students also have the highest record of 'no shows' for their sessions, compared to those tutored in other disciplines. They often feel resentful about having to work on English skills, when they could be using the time for their other courses or for pleasure. Their overall negative attitude can influence their performance in the tutoring, even though they are benefitting from the personalized attention of the tutor.

The skills levels of those in the language tutee group are predictably the poorest of all students considered in the research. They are selected for tutoring from the composition course because they rank at the lowest end of the class, and they also have recorded results on the SHC, the SSHA, the D.R.T., and the essay which are significantly lower than those tutored from the other subject areas. In addition, these students have rated themselves quite low on the Self-Concept-Now scale. As the majority of those in this group are males, their scores on this assessment are in keeping with those noted for the population (Rubin, 1977). These students provide a contrast to those tutored in science and mathematics who generally refer themselves for tutoring, and whose attitude is more positive. Those in science, particularly, begin the tutoring with good study habits and maintain this level of efficiency throughout the semester. Their attitude is predicted from their academic record (Astin,1975).

3.0 Mark Analysis - Five Treatment Groups

The results from the study of pre-post test scores from the standardized tests were inconclusive for the tutored group, and so a second stage follow-up of the academic record of the students included in the original study was initiated to determine whether any long-term effects of enrolment in any of the five treatment groups could be found. This follows suggestions in the literature (Burgess et al, 1974; Maxwell, 1971, 1979). In addition, the influence of programme of study on academic performance was also considered, following the advice of Astin, 1975.

The results of the mark study were encouraging as they confirmed statements made by Brown and Holtzman (1965). In overall average in semester one, and in English marks in semester one, females were significantly higher than males, regardless of whether they were tutored or in the combined control group. The influence of better study habits for females may be the factor that Astin (1975) and Brown and Holtzman (1965) have stated is at the root of the differences between the sexes during their freshmen year in respect to grades earned.

These differences by gender are more important apparently than any effect of programme of study on marks, as there were no differences noted on this variable until the third semester. At that point, however, programme of study seemed to play less of a significant role than the effect of tutoring, for almost all those who were part of the tutored group still at the college at that time showed significant gains in marks over their averages in semester one, compared to no apparent major gains for those in the control groups.

A confounding factor is the decreased number of subjects, as many of those included in the original study had left or graduated from the college at this point. While the results listed above are encouraging for a longitudinal look at the influence of tutoring, it is not particularly valid to extrapolate from them because of the reduced numbers of students.

One positive aspect of the mark study showed the improvement in grades for those tutored over the period of three semesters. In semester one, the marks in the tutored discipline were negatively correlated with overall average, indicating the very low marks that the students earned in the subject tutored. It illustrates that the students requested tutoring in the subject in which they were doing most poorly. By semester three, however, this negative correlation had disappeared and the marks in the area in which tutoring was originally requested had risen to a level nearly the same as that recorded for other subjects, such as English. This may indicate that while no immediate effects of tutoring can be seen, there are long term effects that are only to be noted over the entire academic career of the student at the college. It is possible that other influences, unnamed and unidentified, may have effected this improvement over time, but it is not entirely impossible to attribute some of the change to the indirect influence of one-to-one tutoring.

Programme of study

By analysing those included in the study according to their programme of study as well as by treatment group the potential role of programme choice in perseverance in school and completion of course work for the diploma of collegial studies could be determined.

Some of the results in this section of the research coincide with Astin's observations about the role of programme of study and persistence with academic demands (1975).

Tutees. Those tutored from the Sciences (010, 020) and from Commerce (040) in the Winter semester had a higher rate of completion of their tutored courses, compared to those in Social Sciences (030), who were less successful in passing the course tutored and often dropped it in the middle of the year. Those in Health Sciences (010) in the winter who failed their courses, tended to re-enrol in the course in the succeeding semester, and managed to pass the course on the second try. Those in the Social Sciences tended not to attempt to pass the tutored course again.

A somewhat different pattern is seen in the Fall semester, 1979, for the tutored group. There was a much higher rate of failure in the tutored course in that semester, but again, those in the Pure and Applied Science programme (020), and those in Commerce (040), who failed the courses on the first attempt, had a high rate of re-enrolment in the course in the next semester, when many of them were successful at passing it. Those in Social Science (030) tended not to pursue the course they failed or dropped it at the next opportunity.

This somewhat general overview does tend to suggest the same kind of pattern discussed by Astin (1975), as it appears that those in the pre-university programmes with more definite goals, such as science and commerce, tend to be more responsible about completing courses than those in the less focussed Social Science area.

Treatment groups: success by programme of study. The descriptive data for those in the four English treatment groups illustrates the possible role of both treatment as well as programme of study on successful completion of college studies. The results may also support the contentions of Brown and Holtzman (1965) about the influence of study skills on performance. Those who showed the greatest gains on the measures of study habits were students in the literature option, group 2, and The College Reading Programme, group 4. The presentation of the percentages of those who actually finished the requirements for the diploma shows that it was those in these two groups who had the highest rate of course completion, especially if the programmes which involve three years are ignored (410, 412, 420).

Those enrolled initially in the two skills-building options, group 1, composition, and group 3, reading efficiency, had lower rates of college completion. These students also recorded fewer significant gains on the standardized measures of study habits and attitudes.

The programmes of study which had more positive results for those tutored in the Student Learning Centre were also, overall, the ones which had the highest percentage of students finishing their studies, viz. the two science programmes, 010,020, and commerce, 040. Those in Social Science tended not to earn their diploma at the same rate.

Treatment group seems to have had an influence for those enrolled in the composition option. It is noticeable here that those registered for the 020 programme from this group were the most unsuccessful of all the science groups in earning their diploma. The relatively weak reading, writing and study skills demonstrated by this group may have been one of the reasons for this deviant pattern which differs from that established for the science and commerce students enrolled in the other treatment groups.

CONCLUSIONS

The results obtained from the study confirm findings noted elsewhere about the effect of gender on study habits and attitudes, on self-concept, and on marks obtained in the freshman year of college. The relatively poor rate of improvement for those enrolled in a compulsory composition course is also a factor much described in the literature, and confirmed in the study. The effect of programme of study on rate of completion of the college course was also seen, although no statistical procedures were completed to show whether there was a significant effect for this. The mark study was less conclusive, and part of the reason for this lies in the design of the study.

Problems with the Research Design

There are two major problems with the study as it was designed. One is concerned with the use of standardized tests and the other with the manner used to code the data.

The use of standardized tests to measure gains pre-post treatment has been widely accepted (Maxwell, 1979). Considerations of time differences in the administration of the pre- and post-tests for the two semesters may have influenced results in the study. The May 1979 tests results were used as a baseline for both fall and winter treatment groups. Those who had not taken the tests prior to selection for the study were administered them early in either the fall or winter semesters, so that some subjects may have had longer intervals between the two test periods than others. Although the test results are supposedly reliable over time, some effect of enrolment at the college may have influenced the results of one group over another.

The lack of significant results for tutees was disappointing. However, much of the time in the tutoring was spent on learning actual subject area material, rather than working on basic skills areas. A truer indication of learning may have been seen if the tutees had been tested in the subject matter taught rather than using only the basic skills tests. The improvement in their marks in the subject tutored over three semesters is partially a vindication of this stance.

Additionally, the subjects selected for the study were not all as responsible about attending the post-testing sessions as had been anticipated, even with the carrot of early registration provided as an inducement. It is difficult to gauge the influence of the no-shows on the total result. It might be assumed that only the most motivated would appear for the post-testing, while those with less interest would not bother to appear. Unequal numbers in the treatment groups could also have contaminated the results.

The mark analysis was not as complete as might have been hoped because of the assumption that all students would choose to register for the total complement of seven courses each semester. The seven courses generally included an English course, three courses pertinent to the programme of study and three others: a complementary course, a Humanities course, and one in Physical Education. For purposes of the study, overall average in each semester, marks in the English course, and in the three courses concentrated in the discipline were considered. In many cases, students did not have an English course or three concentration courses per semester and this produced gaps in the data bank for that term. The analysis was constructed so that any student with missing data was rejected for consideration, thus reducing the numbers of subjects in successive semesters. For example, in semester four, a significant relationship between overall average and programme of study was noted for the tutored group, but there were only eight subjects left in the analysis, and so results were not reported because of the paucity of subjects.

The extensive mark analysis completed for those tutored from Fall 1979 to Winter 1982 did not produce any significant differences not found in the original study. Tutored females recorded higher marks than their male counterparts, as they had done in the first part of the study. The lack of significant differences between the tutored groups may only be accounted for by the homogeneity of the subjects, with the same type of student requesting help each semester.

Summary. The results of this study supported some of the original hypotheses and failed to produce significant proof of the effectiveness of other methods of improving student performance. There are only partial answers to many of the questions raised at the beginning of the study.

No real answer to the questions of the efficacy of remedial programmes in reading was developed, although it would appear that remedial writing classes have a relatively minor effect on participants' skills levels. An integrated approach to skills development seems most successful especially if it is coupled with tutoring. This method seems to hold more promise for improving students' study skills, especially, than traditional skills-building courses.

Literature classes with a writing component also seem to positively influence the study skills of participants, although the calibre of students enrolled in these courses may also be a factor in the noted success of students in these classes as produced in this study.

The actual effect of tutoring in a Student Learning Centre cannot be gauged from this study, although the improvement in marks in the tutored discipline and in overall average over three semesters suggests that there is a long-term effect from tutoring that was not identified in the study. The satisfaction that the questioned tutees expressed about the tutoring, anecdotal as it is, may be the best endorsement of the tutoring process and the assistance which they received while at Champlain. Certainly the tutors benefit from the experience they gain from tutoring, and the development of communication skills and interpersonal skills serves them well in all their future endeavours, as many of them indicated on their response form.

General conclusions.

The three phases of the study generated a great deal of statistical information most of which turned out to be non-significant. The results were disappointing from this perspective. It is perhaps best to conclude that the effects of tutoring cannot be measured quantitatively. A better indication of the success of the learning centre derives from the attitude of those who use it, either as tutor or tutee. Judging from the impact of the centre from this vantage point, and noting the number of students who return for tutoring semester after semester, the important role that the learning centre plays in the institution cannot be overestimated.

GENERAL CONCLUSIONS

This report has focused on the model of the Student learning Centre in operation at the St. Lambert campus of Champlain Regional College. A full description of the history of the centre and its development over a five year period has been provided. Included is a summary of the three research projects which attempted to evaluate the effectiveness of the centre for the student users.

The St. Lambert model relies on the services of tutors to instruct other students. The tutors receive a credit for the tutoring, and, because of the pyramid structure of the system we have devised, they are able to help from two to five other students over the course of the semester. This tutoring may occur in any subject area, or in basic skill areas such as reading, writing and/or study skills. Much of the discussion in this manual revolves around the methods used to select, train and supervise the tutors, and, indirectly, the tutees.

Tutoring has been endorsed because of its value for both participants. The tutors reinforce their learning of the material by teaching it to others, while the tutees benefit from having the advice of peers who have already succeeded in the course. Tutors also advance their communication skills while they develop a rapport with other individuals, and both tutor and tutee learn to become mutually responsible about meeting and working during the designated hour of tutoring.

Roueche and Snow (1977) found from their survey of existing resources at post-secondary institutions that the presence of a centre which offers assistance to under-achieving students makes the difference in the success rate of students registered on campus. Their findings underline the benefits of such centres for the students, in general, and for the entire academic community at large. Under-prepared students who use the facilities achieve higher levels of academic success while some concurrently improve their level of self-esteem. The institution is thus able to maintain its level of academic excellence, while ensuring that all students have an equal opportunity to perform at their best.

Sullivan's survey of North American institutions, conducted in 1977, indicated that learning centres exist in greater numbers at four-year colleges and universities compared to two-year colleges. This still seems to apply in the Canadian context. Given the projected changes in the collegial system in Québec, with the altered admissions requirements and potentially larger class enrolments, it would appear that the creation of some form of learning assistance centre should become a priority for most Cegeps. These centres can act as adjuncts to classroom teaching, providing the students with additional resources for learning subject matter while alleviating the teacher of the necessity of dealing with every student who is experiencing difficulty understanding the material of the discipline.

Some of the conditions listed by Maxwell (1979) under which the use of Student Learning Centres are greatest seem to apply to the changed working environment in Québec colleges. (See page 17).

The experience of the past five years has demonstrated that the St. Lambert approach to developing student learning skills is effective. As noted in the survey of the literature in the first section of this report, there are many other models of learning assistance centres available. All seem to achieve their objective of helping students cope with the academic requirements of college life. Some combine psychological counselling with the development of academic skills. Over half the centres included in the study conducted by Roueche and Snow (1977) also employ students to tutor their peers.

The use of tutors in a Student Learning Centre, as instituted at Champlain, has many advantages. The system is a cost effective one, as tutors receive a credit rather than a fee for the tutoring they conduct. By requiring them to tutor for a minimum of 25 hours in a semester, they are able to reach more students than a professional working in a centre, and the sessions can last as long as the tutee needs the help. There are no restrictions on the length of the programme, so that each person can receive exactly the amount of individualized instruction he wants and needs.

There are, however, both positive and negative aspects of this system. The remainder of this section of the report presents the author's perceptions of those elements which work to our advantage and those which have detracted from the smooth operation of the centre.

Organizational structure

As described in the body of this report, the impetus for establishing the Student Learning Centre at Champlain - St. Lambert came from two faculty members. While initially we had the support of the administration, and the Academic Dean worked to facilitate the institution of the centre into the administrative structure on campus, its daily operation was left entirely to the instructors for the first three years of its existence. Any problems were directed to the Dean, but he provided no outright leadership in the establishment and running of the centre. We were able to form the centre in the direction we had envisioned for it, but there was never a guarantee that it would exist from one year to another.

At present, the Student Learning Centre falls under the jurisdiction of the Assistant Academic Dean. She is responsible for its functioning on a daily basis, but works in concert with the course instructor. It is still listed as one of the areas of concern of the Academic Dean in the college organigram, although he does not involve himself unless major problems arise. While before there were no defined structures for overseeing the running of the centre, with no one formally in charge, there now exist three lines of communication, creating more work rather than less. In addition, with the learning centre assistant also working in the library, she is required to report to both the Assistant Academic Dean and the head librarian.

Funding

The mechanisms used to fund the centre have posed additional problems. Each year it was necessary to petition the administration for funds to operate, with a final decision often coming in the summer prior to the beginning of the next semester, once all the other funding requests for the college had been allocated. Appropriate planning, therefore, became rather awkward. Although this did not interfere with the acquisition of materials for the centre, it did create uncertainty about the status of an assistant for the learning centre. In those years that grant funds were available, the salary for the helper was partially paid for out of the research budget. In other years, when the college was absorbing the full cost of the salary, decisions about hiring someone to work were postponed until mid-summer. Hiring committees were then convened for late July and early

August, with the person starting work just before term began. The types of activities associated with the centre are not easily learned or carried out when there are numerous students asking questions and wanting advice about materials.

The additional input of grant funds has further muddied the financial accounting for the Student Learning Centre. Unspent money has been absorbed into the college coffers, rather than being devoted to the centre for which it was granted. The author has had no control over the funds, and has not received an accurate official accounting for several of the years that research funds have been given.

The instructors had attended a seminar for directors and staff of college learning centres held in 1977 at Berkeley. The major topic at this conference described mechanisms for obtaining funding and support for learning centres from the administration. At the time, we had felt ourselves fortunate because of the positive response that had met our proposal. In retrospect, it would appear that we were naive.

One of the most important elements in setting up a learning centre should be clearly establishing the lines of responsibility and methods of funding. This should be done before any other steps are taken to institute a centre. This is especially true if it is faculty members who are the sole individuals involved in the planning of the centre and thus outside the usual administrative hierarchy.

Those who contemplate establishing a student learning centre and asking for provincial funding to do so should take care to ensure that they have some authority over the budget, and not allow the college to use the funds at its discretion.

Faculty involvement.

The interaction of the two faculty members who initiated the centre has been a positive aspect of the experience. The opportunity to talk about ideas and to formulate plans with another individual has allowed the centre to develop far beyond the original concept. While one of us might have proposed an idea, the dynamics of the discussion encouraged us to explore other possibilities that were initially thought to be too difficult to implement or impossible to achieve. It is strongly recommended that at least two individuals work on creating the plans for any similar endeavour.

The involvement of faculty members in the planning and operation of a Student Learning Centre has much to commend it. It means that other faculty members become aware of the service immediately, and, from our experience, support it fully. There are drawbacks to having faculty involved, however. In our model, there were no formal lines of responsibility for it and this has meant that the status of the centre has been uncertain.

The activities of the course instructor for tutors are somewhat different from those usually engaged in by teachers. Aside from the training sessions, there is little formal lecturing to students. Teaching time, after the first five weeks, is spent working individually with students. Except for the first assignment and the final reports, there is little correcting. Instructional time is used, instead, to oversee the unique tutoring programmes, and for devising materials or making suggestions which will benefit the students. There is a great deal more administrative work involved than a regular instructor is accustomed to, with time devoted to following progress of the tutees and ensuring that the tutors are responsible about appearing for their meetings. Solving personality conflicts between individuals is another possible aspect of the supervision, and is an activity which does not happen in the normal classroom setting.

Any faculty member who contemplates becoming involved in a learning centre similar to the system we have devised should be aware of these different requirements. Overseeing a tutoring programme takes energy and time of a nature that is not generally expended in a lecture format course.

The use of tutors.

The most positive aspect of the Student Learning Centre at Champlain-St. Lambert is the use of peer tutors. This approach is cost effective, as the tutors receive a credit for the tutoring rather than any form of remuneration. They really do learn while teaching, as their responses to the questionnaire indicate. The skills that they develop during the tutoring are ones which they can adapt to any profession, at any point in their career. Some of the tutors who responded to the follow-up letter noted that they used the techniques gained from the tutoring while interning at local hospitals or during their business dealings. At least two graduate tutors have established summer businesses, in which they tutor pupils from the community. They report that they are doing a booming business, working on average seven hours daily.

Tutees obviously also reap the benefits of the system. They may ask for tutoring in any subject area, and are generally guaranteed that they will be matched with a tutor. The tutor has already succeeded in the course, and so he can provide guidance about ways of learning the material while also explaining the concepts related to it. Even in unsuccessful programmes, ones in which the student does not actually pass the course, the tutees learn something about their ability to handle the material. From the tutee responses to the questionnaire, many of those in this category stated that when they still could not understand the material with the help of a competent tutor they realized that they were in the wrong programme of study and switched to another area where they report that they are now both satisfied and successful.

The philosophy of openness.

The philosophy of the centre at St. Lambert is that it should be open to all students. Those who simply wish to use it for study purposes are welcome in the room, and they work concurrently with those who are involved in tutoring. The scope of the materials makes it a useful resource centre for those in skill building courses who wish to avail themselves of extra materials. The advantage of having all books catalogued in the main library card indexes makes it easier for all to have access to the appropriate texts and has the additional benefit of ensuring a level of security for the collection.

By making the Student Learning Centre a multi-purpose room, all members of the college community can frequent it without feeling embarrassed about openly acknowledging that they are having a problem. It becomes a mixing ground for students of all levels of ability, and many meet individuals who are enrolled in different programmes with whom they

the tutee responses to the questionnaire, many of those in this category stated that when they still could not understand the material with the help of a competent tutor they realized that they were in the wrong programme of study and switched to another area where they report that they are now both satisfied and successful.

All of these positive aspects far outweigh any of the problems associated with the administrative details of the centre. The lasting impact of tutoring for both the tutors and tutees has made the experience most worthwhile. While the establishment and supervision of the centre over the past five years has taken a great deal of effort, the author would heartily recommend that others involve themselves in a similar project. She hopes that the information provided in this guide provides some useful suggestions and wishes those beginning a similar programme good luck.

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APPENDIX A

GROWTH OF THE STUDENT LEARNING CENTRE
Winter 1978 - Winter 1983.

TABLES INDICATING THE SUBJECTS TUTORED AND THE AVERAGE LENGTH OF THE VARIOUS TUTORING PROGRAMMES BY DISCIPLINE

TABLE 1

Table showing the growth in use of the Student Learning Centre, including numbers of tutors and tutees per semester, total number of hours of tutoring completed, and range of hours of tutoring received by tutees, and average length of tutoring programme.

Semester	Number of tutors	Number of tutees	Total hrs. tutored	Range of hours	Average tutoring programme
Fall 1977	15 volunteers	14	91	1-16	6.5 hrs.
Winter 1978	11	28	363	2-25	13.9
Fall 1978	22	50	485	1-25	9.7
Winter 1979	18	56	481	1-20	8.6
Fall 1979	20	47	574	2-19	8.6
Winter 1980	21	65	584	2-22	9.0
Fall 1980	20	80	592	1-27	7.4
Winter 1981	31	126	845	1-24	6.7
Fall 1981	33	125	940	1-30	7.8
Winter 1982	33	121	940	1-30	7.8
Fall 1982	43	175	1275	1-30	9.9
Winter 1983*	41	132	940	1-22	7.1

* The disruptions of this semester resulted in fewer requests for tutoring, especially in the disciplines of English and modern languages.

TABLE 2A

Number of students requesting tutoring by discipline, indicating the range of the programmes and the average number of hours tutored per subject

	SEMESTER WINTER '78			SEMESTER FALL '78			SEMESTER WINTER '79		
Subject	n	Range	Av.hrs.	n	Range	Av.hrs.	n	Range	Av.hrs.
	28			50			56		
Accounting	1	9	9	1	13	13	1	4	4
Biology	-	-	-	-	-	-	-	-	-
Calculus	1	16	16	2			17	3-16	8
Chemistry	-	-	-	-	-	-	-	-	-
Data	-	-	-	-	-	-	1	1	1
English	18	2-20	10	35	3-20	8	28	5-20	9
Languages	-	-	-	5	2-6	3	5	4-15	6
Mathematics	-	-	-	6			3	3-20	10
Psychology	6	3-20	13	-	-	-	-	-	-
Study skills	2	3-6	5	1	3	3	1	9	9

TABLE 2B

Number of students requesting tutoring by discipline, indicating the range of the programmes and the average number of hours tutored per subject

	SEMESTER FALL '79			SEMESTER WINTER '80			SEMESTER FALL '80		
Subject	n	Range	Av.hrs	n	Range	Av.hrs.	n	Range	Av.hrs
	47			65			80		
Accounting	-	-	-	-	-	-	2	5-9	7
Biology	-	-	-	1	7	7	8	1-7	5
Calculus	16	3-18	9	20	4-22	9	22	2-14	8
Chemistry	9	3-11	8	16	4-16	9	14	1-28	8
Data	-	-	-	-	-	-	1	6	6
English	15	4-11	9	17	2-22	8	9	1-12	5
Languages	3	5-10	7	2	3-5	4	3	5-15	9
Mathematics	-	-	-	4	6-19	10	4	6-17	11
Physics	4	10-11	11	5	3-15	10	13	1-14	7
Psychology	-	-	-	-	-	-	-	-	-
Study Skills	-	-	-	-	-	-	4	2-15	7

TABLE 2C

Number of students requesting tutoring by discipline, indicating the range of the programmes and the average number of hours tutored per subject

	SEMESTER WINTER '81			SEMESTER FALL '81			SEMESTER WINTER '82		
Subject	n	Range	Av.hrs	n	Range	Av.hrs	n	Range	Av.hrs
	126			125			121		
Accounting	4	2-15	6	10	1-11	9	15	1-16	6
Biology	8	2-7	5	8	1-7	2	1	7	7
Calculus	34	1-18	9	60	1-18	7	43	1-29	7
Chemistry	25	1-14	8	23	1-13	8	14	1-22	9
Data	-	-	-	-	-	-	3	3-20	9
English	19	2-24	6	5	4-15	12	22	1-27	9
Languages	1	4	4	4	1-9	6	11	1-14	7
Mathematics	7	1-15	7	17	2-10	5	8	2-9	6
Physics	20	1-15	7	17	2-35	9	10	2-10	8
Psychology	-	-	-	-	-	-	-	-	-
Study skills	4	4-6	5	-	-	-	4	2-8	6

TABLE 2D

Number of students requesting tutoring by discipline, indicating the range of the programmes and the average number of hours tutored per subject

	SEMESTER FALL '82			SEMESTER WINTER '83		
Subject	n 175	Range	Av.hrs	n 132*	Range	Av.hrs
Accounting	17	1-17	7	6	1-20	5
Biology	-	-	-	1	5	5
Calculus	30	1-17	9	18	1-18	7
Chemistry	17	1-13	7	14	1-16	6
Data	2	4-6	5	7	1-5	4
English	24	2-24	10	13	1-22	8
Languages	19	2-16	9	10	1-21	8
Mathematics	12	1-15	10	12	2-17	8
Physics	15	1-12	8	23	2-10	7
Psychology	3	1-6	4	-	-	-
Study skills	9	1-8	5	2	1-3	3

APPENDIX B

COURSE DESCRIPTIONS FOR THE COLLEGE READING PROGRAMME

English 603-104 Effective reading & writing

Psychology 350-360 Psychology of Study

CHAMPLAIN REGIONAL COLLEGE
St. Lambert-Longueuil Campus

COLLEGE READING PROGRAMME
Fall Semester 1982

ENGLISH 603-104
Instructor: Susan Woodruff
(Taken concurrently with Psychology 350-360)
Instructor: Susan Kerwin-Boudreau

OFFICE: E-223 or Student Learning Centre B-301.

OFFICE HOURS: By appointment or during posted hours.

REQUIRED TEXTS:

Woodruff, Susan	A WORKBOOK FOR DEVELOPING READING EFFICIENCY. 1979.
	A " HOW TO" MANUAL FOR TUTORS OF HIGH SCHOOL STUDENTS IN READING. Revised Edition.
	Novels of your choice.

COURSE DESCRIPTION:

This course is designed to help the student improve his general reading ability. This will be accomplished through practice in the various skill areas which constitute the reading process. The overall objective is to make each student a more efficient and effective reader by giving him practice during class time in

1) increasing rate of reading, with maintenance or improvement of comprehension in easy-to-read material
2) developing more effective study habits which will cause a corresponding improvement in comprehension in content area reading
3) increasing vocabulary knowledge for general reading as well as in subject material
4) developing critical reading skills

Writing skills will be developed through practice in the writing of short interpretative essays about each book read by the student, and by short in-class writing exercises.

The College Reading Programme has a double thrust. While college students are encouraged to practise all of the above skills at home and during class time, they are also trained to teach these same skills to younger students at the high school level. The first 15 hours of the course are devoted to training college students how to tutor.

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Tutoring consists of

approximately ten one-hour sessions spaced evenly throughout the semester. College students are paired with high school students at a matching meeting before the actual tutoring begins. Tutoring takes place at the high school during regular school hours at lunch hour. The college student will tutor at Lemoyne d'Iberville High School for the Fall Semester, 1982.

EVALUATION:

BASIC REQUIREMENTS:	1.	As will become clear as the term progresses, practice does lead to improvement. Accordingly, certain basic exercises must be completed if the student expects to become a mor efficient student. These preliminary exercises and requirements must be completed by the due date if the student is to earn a final mark of 60%. Most of these requirements will be assigned during the first eight weeks of the semester. The attached calendar will show when these exercises must be handed in, for marking purposes.
BONUS WORK CONTRACT:	2.	Twenty percent of the course mark will be based on work chosen by the student in areas where he feels he would like to improve. Each individual student will choose his own areas of concentration and will sign a contract with the instructor stating what he intends to work on. Guidelines will be handed out to the class before each student meets individually with the instructor to sign his contract.

I READING RELATED ACTIVITIES AND BOOK CONTRACT

As outlined on the reading contract, students are expected to read a minimum of 1000 pages during the semester in books chosen by them according to their own interests. (As explained on the contract, the total number of pages is a guideline or baseline, for all students. The total may be reached in a variety of ways).

Written Book Forms	The student is expected to write an interpretative essay dealing with contents as per the guidelines on interpretative essays, on two books read over the term.
Alarm Clock Reading	One way to complete the required reading is to do Alarm Clock Reading nightly for 15 minutes per night. This exercise must be completed nightly for the first 8 weeks of term.
Timed Readings	Practice in reading faster should result in better rate and better comprehension, for the majority of readers. In order to accomplish this, students are expected to complete a minimum of 8 timed readings and to graph them.
Paper-clip Push-ups	Faster reading should also ensue as a result of practice doing paper-clip push-ups during class. Students are expected to complete at least 8 such exercises. These exercises will be completed during regular class time, during the two hour block.

II VOCABULARY

Students are expected to record a minimum of 5 new vocabulary words weekly, for the first eight weeks and to hand in examples of each work used correctly in a sentence for correction. Tests on the use of these words will be periodically given. See the attached schedule for hand-in and testing dates.

Other vocabulary exercises will be required during the semester.

III STUDY SKILLS

Students are expected to use the BAM note-taking approach. An explanation of this technique will be given during the first English class and further application will be made during psychology lectures.

IV TUTOR REPORT

All tutors are expected to complete a final report which recounts their experiences during the tutoring sessions as well as records the materials used. It is essential that all students complete the report, the letters to the school and the parents, and the 2-page overview, by the due date.

V TESTS

A) Diagnostic Reading Test (D.R.T.)

All students will have taken the diagnostic reading test, which assesses the individual's reading ability. Students in the Reading Programme are expected to take a second form of this test to measure change in reading ability. Dates are listed on the attached schedule.

B) Vocabulary Tests

The student will take four tests based on his choice of new words, plus a review test. Each bi-weekly test will consist of 10 words. The review test will be composed of 20 of these words.

C) Skills Test

The skills test is an academic and practical application of the study skills practised during the semester. It is a summary of the techniques applied by the College student himself as well as those taught to the high school student.

MARK BREAKDOWN:

Activity	Marks
Reading exercises and class participation	10
Reading contract and essays	25
Vocabulary Exercises and Tests	20
Skills Test	5
Tutor Report, etc.	20
Optional contract work	20
Total:	100

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Deadlines for each exercise are either listed below or will be announced in class or on a separate sheet. They must be respected or no credit will be given for the exercise.

Activity	Due Date: Week of:
Essays (min. of 2)	
Essay #1 (compulsory)	October 12
Essay #2	October 26
Essay #3 (compulsory)	November 9
Essay #4	November 23
Vocabulary	
new words set #1 (10 words)	September 14
Test #1	September 21
new words set #2 (10 words)	September 28
Test #2	October 5
new words set #3 (10 words)	October 12
Test #3	October 19
new words set #4 (10 words)	October 26
Test #4	November 2
Review test (25/40)	November 12
Contract Signed:	October 25
Contract work due:	November 19
Skills test:	December 3
Diagnostic Reading Test:	December 10
Tutoring	
Matching meeting:	(?)
Final reports:	December 10

These deadlines must be adhered to. Late papers and assignments may not be corrected and if corrected may not be credited to you.

ATTENDANCE:

As much of the content of the course is presented during class time, it is important that students attend regularly. Those who have an irregular attendance record will prejudice their chances to pass this course. Remember that EA's are no longer given.

CHAMPLAIN REGIONAL COLLEGE
St. Lambert-Longueuil Campus

College Reading Programme

Fall Semester, 1981

Psychology of Learning
Instructor: Susan Kerwin-Boudreau
(Psychology of Learning course taken concurrently with
English 603-104, Instructor: Susan Woodruff)

Office location: A-266

REQUIRED TEXTS:

Kerwin-Boudreau, Susan. A Guide to Behavior Change. Champlain Regional College, 1980.

Miller, Keith. Principles of Everyday Behavior Analysis. California: Wadsworth Publishing Company, 1975.

COURSE OBJECTIVES:

General:

The purpose of this course is to acquaint students with the basic laws of learning as well as a knowledge of how these basic laws affect our everyday lives. In addition, students will be shown how to apply these basic laws of learning in:

1) working with a high school student, to improve his reading efficiency
2) working to improve one's own study behavior
3) working with a peer in class, to improve comprehension of basic material

OUTLINE OF COURSE MATERIAL: This course will be divided into 5 sections.

Section 1: Introduction to behavior modification

During this section of the course, students will be introduced to the basic laws of learning that govern our everyday behavior. Techniques such as reinforcement that can be used to increase behavior, and other techniques such as punishment that can be used to decrease behavior will be discussed. As a particular topic is being covered in class, a corresponding set of slides from the Brown and Presbie series Behavior Modification Skills will be shown.

During this time, students will also be receiving training, in English and in Psychology, for the tutoring programme in the high schools. In the Psychology course, various techniques in behavior modification that can be used to make the tutoring process more effective will be discussed.

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The basic text to be used in this section of the course is A Guide to Behavior Change, Section B, chapters one through four. This section of the course will last for approximately six weeks. During this time, two quizzes based on the material discussed in class, will be administered.

Section 2: The Miller text

There are nine lessons in the Miller text, which is entitled Principles of Everyday Behavior Analysis. These nine lessons will be assigned throughout the semester. Immediately after a lesson has been corrected in class, a short quiz, based on the contents of the lesson, will sometimes be administered. During the semester, a total of five quizzes will be administered on the nine lessons. Since students will not know beforehand which lessons they will be tested on, they should be prepared for these quizzes at all times. A 6/10 or 60% will be considered a minimum grade for earning credit for a particular lesson; any grade less than 6/10 will result in a zero grade for that lesson. This section of the course will be worth 40 points.

Section 3: Self-modification techniques

Part A: Mini project and study project

Upon completion of Section 1 of the course (" Introduction to behavior modification"), students will begin to implement these techniques on themselves, in order to change certain behaviors. In the first project, entitled the " mini-project" , each student will choose either a behavior that he wishes to increase or one that he wishes to decrease. He will bring about a change in this behavior, over a period of two weeks.

The major project in this course, however, is the " study project" , in which each student attempts to increase the efficiency of his own study behavior, so that he is able to learn and to accomplish much more, in considerably less time. This project will begin in mid-semester and will continue until the end of the semester. A series of seven assignments, based on behavior modification techniques, will be carried out, in order to improve the overall study process. A third quiz will be administered, based on these seven assignments and on other strategies that can be used to improve the learning process.

Part B: Cognitive techniques and self-control

In this part of the course students will be introduced to cognitive techniques, which focus on improving one's attitude toward oneself and towards schoolwork and the learning process in general. Also, a number of contemporary issues in the area of self-control, including topics such as how to quit smoking and how to overcome insomnia will be discussed. A fourth and final quiz, based on the material covered in part B will then be administered.

Section 4: The learning cell

Students will be introduced in class to effective techniques for taking notes and also for proceeding through textbook material. Before each of the four class quizzes is administered, those students who have prepared notes on the assigned material will be given the opportunity to review the material with a peer in class and to question each other on it. This peer tutoring will be carried out according to the learning cell format, as described in A Guide to Behavior Change. Following each peer tutoring session, the instructor will briefly review the important points with the students in class. The class quiz will then be administered during the next class. Students who peer tutor before each of the four class quizzes and who hand in their notes on the assigned material, will be eligible for 10 bonus points in the course.

Section 5: Group work and presentations

The major focus in this course is to introduce students to methods of self-change and to illustrate how these methods can be used to make your life as a student and as a person a happier, more efficient and more productive one. In order to further emphasize this, students will choose a topic, and working together in groups of three or four, will present their findings to the class. Topics can include anything from a report on the results and major conclusions of the mini-project, to a report on specific strategies used in the major study project that have proven beneficial, to an analysis of how self-control strategies might be applied to specific aspects of student life. The group presentations, scheduled throughout the semester, will last for approximately 20 minutes and will be worth 15 points.

COURSE EVALUATION:

Attendance:

Due to the nature of this particular course with the emphasis on group work and the practical in-class sharing of both progress and problems encountered in working through the various assignments, class attendance is compulsory. It is the policy of this College Reading Project that any student who misses more than 5 classes in this course throughout the semester (for reasons other than illness) will be automatically issued an EA (failure due to absence), even though he may have accumulated a minimum of 60%. If the student has, however, missed more than 5 classes and has accumulated less than 60%, he will then be issued a failing numerical grade.

Breakdown of final mark:

The following outline, based on 200 points, provides a breakdown of how students will be evaluated in the course:

* 4 quizzes (each worth 17.5)		70
Miller text		40
Mini-project (to be completed by the specified date)		15
Study project		60
Class presentation		15
	TOTAL	200 ÷ 2 = 100%
Learning cell		10 bonus points

*Please note that if for some valid reason, the student is unable to write the examination on the specified day, he must telephone me beforehand at the school (672-7360 local 325) to arrange for an alternate date, or leave the message with the receptionist or with the psychology lab technician (also local 325). Failure to do so will result in a zero for that test.

NOTE TO THE STUDENT

This course will be taken concurrently with Susan Woodruff's English 104. The whole focus of this Reading Project is to help you - the learner - to develop more effective ways of dealing with academic material. We want you to experience success through this project. It is fairly obvious, however, that you will get out of these courses only as much as you put in. Hopefully, each and every one of you will be committed this term to a serious exploration of how to study more effectively.

We hope that you will enjoy working with us in this project!

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APPENDIX C

COLOUR-CODE SYSTEM

LISTING OF BOOKS ALPHABETICALLY BY AUTHOR'S NAME

SHELF LIST OF BOOKS AVAILABLE IN THE STUDENT LEARNING CENTRE

COLOUR CODE

READING SKILLS - (Green-Green)

Comprehension.................... (Green-Yellow)
General Reading Techniques....... (Green-Navy)
Perception....................... (Green-Red)
Previewing/Skimming & Scanning... (Green-Brown)
Speed Techniques................. (Green-White)
Reading to Discover Author's
Tone & Purpose............. (Green-Black)

WRITING SKILLS - (Yellow-Yellow)

The Sentence................... (Yellow-Red)
a) Basic Patterns.............. (Yellow-red-Yellow)
b) Fragments................... (Yellow-Red-Navy)
c) Run On...................... (Yello-Red-Red)
d) Phrases & Clauses........... (Yellow-Red-Brown)
e) Reference of Pronouns........ (Yellow-Red-White)
f) Agreement................... (Yellow-Red-Black)
- Subject/verb
- Noun/pronoun
g) Tense...................... (Yellow-Red-Light Blue)

Paragraph & Essay............ (Yellow-Brown)
a) How to write a term paper
General.................... (Yellow-Brown-Yellow)
b) Topic Sentence/
Thesis Sentence............ (Yellow-Brown-Navy)
c) Unity...................... (Yellow-Brown-Red)
d) Coherence.................. (Yellow-Brown-Brown)
e) Development & Support....... (Yellow-Brown-White)
f) Organization of Essay....... (Yellow-Brown-Black)
g) How to write a bibliography. (Yellow-Brown-Light Blue)
h) How to footnote............ (Yellow-Brown-Green)

Punctuation.................. (Yellow-Orange)
a) Comma/Dash.................. (Yellow-Orange-Yellow)
b) Semi Colon/Colon............ (Yellow-Orange-Navy)
c) Apostrophe/Quatation Marks/
Parenthesis................ (Yellow-Orange-Red)

Survival Skills - (Navy-Navy)

Concentration & Organizational
Memory..................... (Navy-Yellow)
How to Study................... (Navy-Red)
a) General................. (Navy-Red-Yellow)
b) Note taking............. (Navy-Red-Navy)

c) For Tests................ (Navy-Red-Red)
d) Science.................. (Navy-Red-Brown)
e) Humanities............... (Navy-Red-White)
f) Social Science........... (Navy-Red-Black)
g) Languages................ (Navy-Red-Light Blue)
h) Psychology............... (Navy-Red-Green)
i) Math..................... (Navy-Red-Grey)

Dictionary Skills................ (Navy-Brown)
Library Skills................... (Navy-Orange)
How to determine the readability
of a book................. (Navy-Black)
Use of Idioms in English........ (Navy-Light Blue)
Vocabulary Development.......... (Navy-White)

a) General.................. (Navy-White-Yellow)
b) Spelling................. (Navy-White-Navy)
c) Prefixes................. (Navy-White-Red)
d) Suffixes................. (Navy-White-Brown)
e) Roots.................... (Navy-White-Orange)
f) Vocabulary in Context... (Navy-White-Black)

How to Reduce Anxiety........... (Navy-Green)
a) Test Anxiety............ (Navy-Green-Yellow)
b) Relaxation Training..... (Navy-Green-White)

AUTHOR	TITLE	MAJOR AREA OF INTEREST
-A-		
Adams, W.R.	HOW TO READ THE SCIENCES	READING & STUDYING IN SCIENCE
	HOW TO READ THE HUMANITIES	READING & STUDYING IN THE HUMANITIES
	READING SKILLS: A GUIDE FOR BETTER READING	GENERAL READING IMPROVEMENT
	THINK, READ, REACT, PLAN, WRITE, REWRITE	READING & WRITING IMPROVEMENT
Adler, R.	LOOKING OUT/ LOOKING IN: INTERPERSONAL COMMUNICATION	HOW TO STUDY: PSYCHOLOGY
Armstrong, W. H.	STUDY TIPS: HOW TO STUDY EFFECTIVELY AND GET BETTER GRADES	STUDY TECHNIQUES
Austin, L. J.	COLLEGE READING SKILLS	GENERAL READING IMPROVEMENT
Ayers, D. M.	ENGLISH WORDS FROM LATIN & GREEK ELEMENTS	WORD ETYMOLOGY
-B-		
Baker, William D.	READING SKILLS	GENERAL READING IMPROVEMENT
Bernstein, D. A.	PROGRESSIVE RELAXATION TRAINING	ANXIETY REDUCTION RELAXATION TRAINING
Blake, K. A.	COLLEGE READING SKILLS	GENERAL READING TECHNIQUES
Buck, Vernon	BASIC SPELLING SKILLS	SPELLING IMPROVEMENT
-C-		
Close, R. A.	A REFERENCE GRAMMAR FOR STUDENTS OF ENGLISH	BASIC GRAMMAR

Cordasco, F.	RESEARCH & REPORT WRITING	REPORT WRITING
Cramer, W.	SPEED READING FOR BETTER GRADES	SPEED READING
Cronin, Morton J.	VOCABULARY 1000	VOCABULARY IMPROVEMENT
-D-		
Davis, N. B.	BASIC VOCABULARY SKILLS	VOCABULARY DEVELOPMENT
Devitis, A. A.	WORDS IN CONTEXT	VOCABULARY DEVELOPMENT
Diederich, P. B.	VOCABULARY FOR COLLEGE B	VOCABULARY DEVELOPMENT
-E-		
Eckhardt, C. D.	THE WILEY READER	GENERAL READING IMPROVEMENT
Eraut, M.	FUNDAMENTALS OF ELEMENTARY ALGEBRA	HOW TO STUDY: MATH
-F-		
Fisher, J. A.	READING TO DISCOVER ORGANIZATION	ORGANIZATION IN READING
Fry, Edward B.	READING DRILLS FOR SPEED AND COMPREHENSION	SPEED IN READING
Funk, W.	WORD ORIGINS AND THEIR ROMANTIC STORIES	WORD ETYMOLOGY
-G-		
Gilbert, D. W.	BREAKING THE READING BARRIER	SPEED IN READING
	STUDY IN DEPTH	GENERAL STUDY TECHNIQUES
Gruber, E. C.	MILLER ANALOGIES TEST	CRITICAL THINKING
-H-		
Hall, D.	WRITING WELL	WRITING TECHNIQUES
Hanau, L.	THE STUDY GAME: HOW TO PLAY WITH 'STATEMENT PIE' AND WIN	GENERAL STUDY TECHNIQUES

Hess, K. M.	DEVELOPING READING EFFICIENCY	GENERAL READING & STUDY TECHNIQUES
Hubbell, G. S.	WRITING TERM PAPERS AND REPORTS	REPORT WRITING
-J-		
Joffee, I. L.	DEVELOPING VOCABULARY SKILLS	VOCABULARY DEVELOPMENT
-L-		
Laird, D. A.	TECHNIQUES FOR EFFICIENT REMEMBERING	MEMORY DEVELOPMENT
Lange, A. J.	RESPONSIBLE ASSERTIVE BEHAVIOUR	HOW TO STUDY: PSYCHOLOGY
Lester, J. D.	WRITING RESEARCH PAPERS	REPORT WRITING
-M-		
Maddox, H.	HOW TO STUDY	STUDY TECHNIQUES
Maxwell, M. J.	SKIMMING & SCANNING IMPROVEMENT	SKIMMING TECHNIQUES
McCorkle, R. M.	RAPID READING	SPEED READING
Miller, L. L.	INCREASING READING EFFICIENCY	GENERAL READING TECHNIQUES
Millman, J.	HOW TO TAKE TESTS	TEST TAKING TECHNIQUES
Mills, H.	COMMANDING PARAGRAPHS	PARAGRAPH WRITING
	COMMANDING SENTENCES	SENTENCE WRITING
-N-		
Nathan, N.	WRITING SENTENCES	SENTENCE WRITING
Niles, Olive S.	READING SKILLS FOR YOUNG ADULTS	GENERAL READING TECHNIQUES
Norman, M. H.	HOW TO READ AND STUDY FOR SUCCESS IN COLLEGE	GENERAL READING & STUDY TECHNIQUES
Norman, M. H.	SUCCESSFUL READING	GENERAL READING TECHNIQUES

Nurnberg, M.	ALL ABOUT WORDS	VOCABULARY DEVELOPMENT
-P-		
Pauk, W.	A SKILL AT A TIME	GENERAL READING TECHNIQUES
	HOW TO STUDY IN COLLEGE	GENERAL STUDY TECHNIQUES
	SIX WAY PARAGRAPHS	GENERAL READING TECHNIQUES
Perrin, P. G.	HANDBOOK OF CURRENT ENGLISH	
Peterson, L.T.	LEARNING	THEORIES ABOUT LEARNING
-R-		
Raygor, A. L.	LIBRARY SKILLS	HOW TO USE THE LIBRARY
	SYSTEMS FOR STUDY	STUDY TECHNIQUES
Reiter, I. M.	The READING LINE	GENERAL TECHNIQUES FOR READING IN: BUSINESS ENGLISH LANG. AND LIT. MATHEMATICS SCIENCE SOCIAL STUDIES TEACHER'S GUIDE
	WHY CAN'T THEY READ IT?	GENERAL INFORMATION ABOUT READING
Robinson, F. P.	EFFECTIVE STUDY	STUDY TECHNIQUES
Romine, J. S.	VOCABULARY FOR ADULTS	VOCABULARY DEVELOPMENT
Ryan, C. W.	SPELLING FOR ADULTS	SPELLING TECHNIQUES

-S-

Schmidt, J. A.	HELP YOURSELF: A GUIDE TO SELF-CHANGE	BEHAVIOUR MODIFICATION
Shockley, J. E.	THE BRIEF CALCULUS	MATHEMATICS
Smith, D.E.P. et. al	LEARNING TO LEARN	GENERAL READING & STUDYING TECHNIQUES
Smith, N. B.	BE A BETTER READER	GENERAL READING & STUDYING TECHNIQUES
Spargo, E.	THE NOW STUDENT	GENERAL READING STUDYING TECHNIQUES

-T-

Taylor, S. E.	WORD CLUES	VOCABULARY DEVELOPMENT FOR STUDENT USE WITH THE TACHISTOSCOPE

-V-

Voeks, V.	ON BECOMING AN EDUCATED PERSON	GENERAL STUDY TECHNIQUES

-W-

Walker, C. E.	LEARN TO RELAX: 13 WAYS TO REDUCE TENSION	TENSION REDUCTION
Walker, T.	STUDENT SUCCESS: HOW TO BE A BETTER STUDENT AND STILL HAVE TIME FOR YOUR FRIENDS	GENERAL STUDY TECHNIQUES
White, E. M.	THE WRITER'S CONTROL OF TONE	WRITING TECHNIQUES
Willis, H.	BASIC USAGE' VOCABULARY & COMPOSITION	WRITING TECHNIQUES
	GRAMMAR & COMPOSITION	WRITING TECHNIQUES

-Z-

Zifferblatt, S. M.	IMPROVING STUDY AND HOMEWORK BEHAVIOURS	STUDY TECHNIQUES

A SHELF LIST OF BOOKS AVAILABLE IN THE STUDENT LEARNING CENTRE

The following list of books includas all the materials stored in the Student Learning Centre. They are listed by their call numbers.

AC5 H63	Hogins, J.B. and Bryant, G.A. Juxtaposition. Palo Alto, Calif: Science Research Associates, 1971.
BF109 S55	Freedman, A. The planned society: an analysis of Skinner's F7 proposals. Kalamazoo, Mich.: Behaviordelia, 1972.
BF121 M18	McConnell, J.V. Understanding human behavior: an introduction to psychology. Second Edition. New York: Holt, Rinehart and Winston, 1977.
BF385 L24	Laird, D.A. Techniques for efficient remembering. New York: York:McGraw-Hill, 1960.
BF441 S2	Samson, R.W. Problem solving improvement: a program for self-instruction. New York: McGraw-Hill, 1970.
BF575 A6 W34	Walker, C.E. Learn to relax: 13 ways to reduce tension. Englewood Cliffs, N.J.: Prentice-Hall, 1975.
BF575 A85 L35	Lange, A.J. Responsible assertive behavior: cognitive/behavioral procedures for trainers. Champaign, Ill.: Research Press, 1976.
BF632 M22	Mahoney, M.J. Self-control: power to the person.Monterey, Calif.: Brooks Cole Pub. Co., 1974.
BF637 B4 F67	Foster, C. Developing self-control. Kalamazoo, Mich.: Behaviordelia, 1974.
BF637 B4 M34	Malott, R.W. Behavior analysis and behavior modification: an introduction. Kalamazoo, Mich.: Behaviordelia, 1978.
BF637 B4 M43	Meichenbaum, D. Cognitive-behavior modification: an integrative approach. New York: Plenum Press, 1977.
BF637 B4 S83	Stumphauzer, J.S. Behavior modification principles: an introduction and training manual.Kalamazoo, Mich.: Behaviordelia, 1977.
BF637 S8 S339	Schmidt, J.A. Help yourself: a guide to self-change. Champaign, Ill.: Research Press, 1976.
BJ45 K7	Krapfl, J.E. Behaviorism and ethics. Kalamazoo, Mich.: Behaviordelia, 1977.

D13 G75	Gottschalk, L.R. Understanding history; a primer of historical method. Second Edition. New York: Knopf, 1969.
GV1507 W8 M36	Manchester, R.B. Mammoth book of word games. New York: Hart Pub. Co., 1976.
HA29 L8484	Lovejoy, E.P. Statistics for math haters. New York: Harper & Row, 1975.
HD38 B625	Bliss, E.C. Getting things done: the ABC's of time management. New York: Scribner, 1976.
HF5691 M59	Mizrahi, A. Mthematics for business and social sciences: an applied approach. Second Edition. New York: Wiley, 1979.
HM258 W74	Wright, C.R. Mass communication: a sociological perspective. Second Edition. New York: Random House, 1975.
HQ769 D23	Dardig, J.C. Sign here: a contracting book for children and their parents. Kalamazoo, Mich.: Behaviordelia, 1976.
LB1029 A85 M2	Mager, R.F. Preparing instructional objectives. Palo Alto, Calif.: Fearon Publishers, 1962.
LB1048 Z5	Zifferblatt, S.M. Improving study and homework behaviors. Champaign, Ill.: Research Press, 1970.
LB1049 A69	Armstrong, W.H. Study tips: how to study effectively and get better grades. Woodbury, N.Y.: Barron's Educational Series, 1975.
LB1049 C5438	Christ, F.L. Study-reading college textbooks; exercises in chapter study and textbook reading. Chicago: Science Research Associates, 1967.
LB1049 G5	Gilbert, D. Study in depth. Englewood Cliffs, N.J.: Prentice-Hall, 1966.
LB1049 H28	Hanau, L. The study game; how to play and win with statement-pie'. Third Edition. New York: Barnes & Noble Books, 1974.
LB1049 M3	Maddox, H. How to study. London: Pan Books, 1963.
LB1049 M52	Millman, J. How to take tests. New York: McGraw-Hill, 1969.
LB1049 R3	Raygor, A.L. Systems for study. New York: McGraw-Hill, 1970.
LB1049 S67	Spargo, E. The now student: freshman reading and study skills. Providence, R.I.: Jamestown Publishers, 1971.

LB1049 W27	Walter, T.L. Student success: how to be a better student and still have time for your friends. New York: Holt, Rinehart and Winston, 1976.
LB1050 A25	Adams, W.R. Developing reading versatility. Second Edition. New York: Holt, Rinehart and Winston, 1977.
LB1050 A26	Adams, W.R. Reading skills: a guide for better reading. New York: Wiley, 1974.
LB1050 B3	Baker, W.D. Reading skills. New York: Prentice-Hall, 1953.
LB1050 H45	Hess, K.M. Developing reading efficiency. New York: Wiley, 1975.
LB1050 L86	Lunstrum, H.P. Teaching reading in the social studies. Urbana, Ill: ERIC Clearinghouse on Reading and Communication Skills, 1978.
LB1050 N54	Niles, O.S. Reading skills for young adults. Glenview, Ill.: Scott Foresman and Co., 1971.
LB1050 N6	Norman, M.H. Successful reading; key to our dynamic society. Second Edition. New York: Holt, Rinehart and Winston, 1975.
LB1050 P367	Pauk, W. A skill at a time. Providence, R.I.: Jamestown Publishers, 1975. (10 Volumes) 1. Vocabulary in context. - 2. Using the signal words. - 3. Understanding figurative language. - 4. Getting the author's tone. - 5. Reading between the lines. - 6. Getting the main point. - 7. Recognizing point of character. 8. Recognizing point of view. - 9. Perceiving the author's intent. - 10. Perceiving structure.
LB1050 R42	Reiter, I.M. The reading line: business. Philadelphia: Polaski, 1971.
LB1050 R44	Reiter, I.M. The reading line: English language & literature. Philadelphia: Polaski, 1971.
LB1050 R46	Reiter, I.M. The reading line: mathematics. Philadelphia, Polaski Co., 1971.
LB1050 R47	Reiter, I.M. The reading line: science. Philadelphia: Polaski, 1971.
LB1050 R48	Reiter, I.M. The reading line: social studies. Philadelphia: Polaski, 1971.
LB1050 R49	Reiter, I.M. The reading line: teacher's guide. Philadelphia: Polaski, 1971.

LB1050 S66	Spargo, E. Topics for the restless. Providence, R.I.: Jamestown Publishers, 1974.
LB1050 S68	Spargo, E. Voices from the bottom. Providence, R.I.: Jamestown Publishers, 1972.
LB 1050.37 H37	Harnadek, A.E. Critical reading improvement: a program for self-instruction. Second Edition. New York: McGraw-Hill, 1978.
LB 1050.45 B3	Banman, H.A. World of ideas: a guide to effective reading. San Francisco: Field Educational Publications, 1970.
LB 1050.45 P34	Pauk, W. Essential skills. Providence, R.I.: Jamestown Publishers, 1976.
LB 1050.45	Pauk, W. Six-way paragraphs: 100 passages for developing the six essential categories of comprehension.Providence, R.I.: P37 Jamestown Publishers, 1974.
LB 1050.45 S75	Stauffer, R.G. Rapid comprehension through effective reading. Haddonfield, N.J.: Learn, Inc., 1969.
LB 1050.5 F7	Fry, E.B. Teaching faster reading, a manual. Cambridge, (Eng): University Press, 1963.
LB 1050.5 G48	Gilbert, D. Breaking the reading barrier. Englewood Cliffs, N.J.: Prentice-Hall, 1959.
LB 1050.5 M2	McCorkle, R. Rapid reading, with self-teaching exercises. Littlefield: Adams, 1958.
LB 1050.5 M3	Maxwell, M.J. Skimming and scanning improvement; a program for self-instruction. New York: McGraw-Hill, 1969.
LB 1050.5 R3	Rauch, S.J. Handbook for the volunteer tutor. Newark, Del.: International Reading Association, 1969.
LB 1050.5 S52	Smith, N.B. Be a better reader: skill development in reading, literature, history, science, mathematics. Englewood Cliffs, N.J.: Prentice-Hall, 1959.
LB 1050.53 F5	Fisher, J.A. Reading to discover organization; a program for self-instruction. New York: McGraw-Hill, 1969.

LB 1050.53 G5	Giroux, J.A. Chapters: a literary approach to reading efficiency. Providence, R.I.: Jamestown Publishers, 1973.
LB 1050.53 M54	Miller, L.L. Increasing reading efficiency. New York: Holt, Rinehart and Winston, 1977.
LB 1050.54 C7	Cramer, W. Speed reading for better grades: a reading improvement guide. Portland, Me.: J. Weston Walch, 1966.
LB 1050.54 F76	Fry, E.B. Reading drills for speed and comprehension. Providence, R.I.: Jamestown Publishers, 1975.
LB 1050.54 F79	Fry, E.B. Reading faster, a drill book. Cambridge, (Eng): University Press, 1967.
LB 1050.54 S66	Spargo, E. Timed readings. Providence, R.I.: Jamestown Publishers, 1975. (8 volumes)
LB1051 B243	Bandt, P.L. A time to learn: a guide to academic and personal effectiveness. New York: Holt, Rinehart and Winston, 1974.
LB1051 P4515	Peterson, L.R. Learning. Glenview, Ill.: Scott, Foresman, 1975.
LB1573 A42	Alexander, J.E. Attitudes and reading. Newark, Del.: International Reading Association, 1976.
LB1573 H4	Herber, H.L. Teaching reading in content areas. Englewood Cliffs, N.J.: Prentice-Hall, 1970.
LB1573 Q3	Quandt, I.J. Self-concept and reading. Newark, Del.: International Reading Association, 1972.
LB 1575.8 I56	Braun, C. Language, reading, and the communication process. Newark, Del.: International Reading Association, 1971.
LB1631 T76	Troyka, L.Q. Taking action: writing, reading, speaking, and listening through simulation-games. Englewood Cliffs, N.J.: Prentice-Hall, 1975.
LB1632 F3	Fader, D.N. Hooked on books: progress and proof. New York: Berkley Pub. Corp., 1968.
LB1632 R38	Reiter, I.M. Why can't they read it? Philadelphia: Polaski Co., 1970.
LB2365 R4 A3	Adams, W.R. How to read the humanities. Glenview, Ill.: Scott Foresman, 1969.

LB2365 R4 S75	Stroud, J.B. Improving reading ability. Third Edition. New York: Appleton-Century-Crofts, 1970.
LB2369 G3	Gatner, E.S.M. Research and report writing. Totowa, N.J.: Littlefield, Adams, 1974.
LB2369 L4	Lester, J.D. Writing research papers: a complete guide. Second Edition. Glenview, Ill.: Scott, Foresmand, 1976.
LB2395 A8	Austin, L.J. College reading skills. First Edition. New York: Knopf, 1966.
LB2395 B57	Blake, K.A. College reading skills. Englewood Cliffs, N.J.: Prentice-Hall. 1973.
LB2395 B76	Brown, C.M. How to read the social sciences. Glenview, Ill.: Scott, Foresman, 1968.
LB2395 C26	Carmen, R.A. Study skills; a student's guide for survival. New York: Wiley, 1972.
LB2395 J57	Joffe, I.L. Opportunity for skillful reading series. Belmont, Cal.: Wadsworth, 1970.
LB2395 N59	Norman, M.H. How to read and study for success in college. Second Edition. New York: Holt, Rinehart and Winston, 1976.
LB2395 P3	Pauk, W. How to study in college. Second Edition. Boston: Hougnton Mifflin, 1974.
LB2395 R73	Robinson, F.P. Effective study. Fourth Edition. New York: Harper & Row, 1970.
LB2395 S2	Sack, A. The Sack-Yourman study skills program: an analytical methond for taking notes from lectures and books. New York: College Skills Center, 1971.
LB2395 S58	Smith, D.E.P. Learning to Learn. New York: Harcourt, Brace & World, 1961.
LB2395 V6	Voeks, V. On becoming an educated person; at the university and college. Third Edition. Philadelphia: Saunders, 1970.
LB3013 M3	Malott, R. Contingency management in education & other equally exciting places. Second Edition. Kalamazoo, Mich.: Behaviordelia, 1974.
LB3025 H68	Homme, L.E. How to use contingency contracting in the classroom. Champaign, Ill.: Research Press, 1970.
LB3025 N39	Neisworth, J.T. Student motivation and classroom management; a behavioristic approach. Kalamazoo, Mich.: Behaviordelia, 1977.

LC41 C46	Allen, V.L., Ed. Children as teachers: theory and research on tutoring. New York: Academic Press, 1976.
LC3965 H47	Hewett, F.M. Education of exceptional learners. Second Edition. Boston: Allyn and Bacon, 1977.
LC5225 R4	Johnson, L.S., Ed. Reading and the adult learner. Newark, Del.: International Reading Association, 1980.
P90 A33	Adler, R. Looking out/Looking in; interpersonal communication. San Franciscon: Rinehart Press, 1974.
P90 S55	Slade, M. Language of change; moving images of man. Toronto: Rinehart, and Winston of Canada, 1970.
P91.2 B7	Bryers, G.D. This book is about communication. New York: McGraw-Hill Ryerson, 1975.
P305 C7	Cronin, M.J. Vocabulary 1000. New York: Harcourt, Brace and World, 1969.
P305 T3	Taylor, S.E. Edl word clues. Huntington, N.Y.: Educational Developmental Laboratories, 1962.
P325 U66	Upton, A. Creative analysis; the graded exercises in analysis. New York: Dutton, 1963.
PA2087 W73	Wilson, W.M. An essential Latin grammar. New York: St. Martin's Press, 1968.
PC4112 T8	Turk, L.H. Mastering Spanish. Second Edition. Lexington, Mass.: Heath, 1975.
PE1065 C55	Close, R.A. A reference grammar for students of English. London: Longman, 1975.
PE1112 B64	Bossone, R.M. The handbook of basic English skills. Second Edition. New York: Wiley, 1978.
PE1112 B71	Brennan, L.D. Freshman English I. New York, Monarch Press, 1971.
PE1112 B8	Burne, K.G. Functional English for writers. Glenview, Ill.: Scott, Foresman, 1978.
PE1112 D47	Lewis, A.C. Four concepts: an English workbook. New York: Wiley, 1977.
PE1112 R58	Robey, C.L. Handbook of basic writing skills. New York: Hartcourt Brace Jonvanovich, 1978.
PE1112 S3	Schachter, N. English the easy way. Canadian Edition. Agincourt, Ont.: Gage Educational Pub., 1976.

PE1112 S5	Shaw, H. McGraw-Hill handbook of English. Canadian Edition. Toronto: McGraw-Hill, 1970.
PE1122 H626	Hogins, J.B. Probing common ground: sources for writing. Englewood Cliffs, N.J.: Prentice-Hall, 1974.
PE1122 D56	Stubbs, M., Ed. The Little, Brown reader. Boston: Little, Brown, 1977.
PE1122 M48	Michel, L.A. Headway; a thematic reader. New York: Holt, Rinehart and Winston, 1970.
PE1127 P6 W5	White, E.M. The pop culture tradition; readings, with analysis for writing. First Edition. New York: Norton, 1972.
PE1128 A2 D524	Dixson, R.J. Essential idioms in English, with exercises for practice and tests. New York: Regents Pub. Co., 1971.
PE1128 B297	Bander, R.G. American English rhetoric. Second Edition. New York: Holt, Rinehart & Winston, 1978.
PE1128 T35	Taylor, G. Mastering American English. Canadian Edition. Montreal: McGraw-Hill, 1973.
P8	Prator, C.H. Manual of American English pronunciation. Third Edition. New York: Holt, Rinehart and Winston, 1972.
PE 1145.4 F4	Feinstein, G.W. Programmed spelling demons. Englewood Cliffs, N.J.: Prentice-Hall, 1973.
PE 1145.5 H6	Hook, J.N. Spelling 1500: a program. Second Edition. New York: Harcourt Brace Jovanovich, 1976.
PE 1145.5 L4	Learning Technology, Inc. Basic spelling skills: a program for self-instruction. New York: McGraw-Hill, 1970.
PE 1145.5 R9	Ryan, C.W. Spelling for adults. New York: Wiley, 1973.
PE 1145.5 S6	Smith, G.L. Spelling by principles.
PE1146 B7	Brain, J.J. Spelling and dictionary study. New York: Monarch Press, 1960.
PE1408 A318	Adams, W.R. Think, read, react, plan, write, rewrite. New York: Holt, Rinehart and Winston, 1975.

PE1408 A68	Arapoff, N. Writing through understanding. New York: Holt, Rinehart and Winston, 1970.
PE1408 B245	Bell, J.B. The Little English handbook for Canadians. Toronto: Wiley Publishers of Canada, 1977.
PE1408 B4314	Barnett, S. Barnet & Stubbs practical guide to writing. Boston: Little, Brown, 1977.
PE1408 B495	Bindseil, E.R. Effective writing: methods and examples. Boston: 1978.
PE1408 B678	Brennan, M.J. Compact handbook of college composition. Third Edition. Lexington, Mass.: D.C. Heath, 1978.
PE1408 B679	Brereton, J.C. A plan for writing. New York: Holt, Rinehart and Winston, 1978.
PE1408 B8	Butler, E. Correct writing: form 2. Second Edition. Toronto: D.C. Heath and Company, 1978.
PE1408 C588	Corbett, E.P.J. The little rhetoric. First Edition. New York: Wiley, 1977.
PE1408 D247	Dawe, A. Four approaches to prose. Toronto: Macmillan of Canada, 1971.
PE1408 D63	Donohoe, T. Rhetoric for survival; aids to successful college writing. Boston: Allyn and Bacon, 1973.
PE1408 F477	Flesch, R.F. The art of plain talk. New York and London: Harper & brothers, 1946.
PE1408 F4773	Flesch, R.F. The art of readable writing. First Edition. New York: Harper, 1949.
PE1408 G56	Glorfeld, L.E. A concise guide for writers. Fourth Edition. New York: Holt, Rinehart and Winston, 1977.
PE1408 G63	Gorrell, R.W. Modern English handbook. Fourth Edition. Englewood Cliffs, N.J.: Prentice-Hall, 1967.
PE1408 G936	Guth, H.P. Words and ideas: a handbook for college and writing. Fourth Edition. Belmont, Calif.: Wadsworth Pub. Co., 1975.
PE1408 H312	Hall, D. Writing well. Second Edition. Boston: Little, Brown, 1976.
PE1408 H466	Herman, W. Reading, writing, rhetoric. New York: Holt, Rinehart and Winston, 1977.
PE1408 H468	Herman, W. Troubleshooting: basic writing skills. New York: Holt, Rinehart and Winston, 1978.

PE1408 H479	Higgins, J.A. Comp/mods: discovering writing skills. New York: Crowell, 1976.
PE1408 H6834	Hoover, R.M. Make your writing count: from free writing to structured composition. New York: Holt, Rinehart and Winston, 1977.
PE1408 I67	Irmscher, W.F. The Holt guide to English; a contemporary handbook of rhetoric, language, and literature. New York: Holt, Rinehart and Winston, 1972.
PE1408 K64	Kimmey, J.L. Brief guide to freshman writing. Boston: Allyn and Bacon, 1973.
PE1408 L28	Lambuth, D. The golden book on writing. New York: Penguin Books, 1976.
PE1408 L318	Langan, J. English skills. New York: McGraw-Hill, 1977.
PE1408 L38	Learning Technology, Inc. Paragraph patterns: a program for self-instruction. New York: McGraw-Hill, 1970.
PE1408 L387	Lefcowitz,A.B. The writer's handbook. Englewood Cliffs, N.J.: Prentice-Hall, 1976.
PE1408 L4	Learning Technology, Inc. Writing skills: a program for self-instruction. Toronto: McGraw-Hill, 1970.
PE1408 M23	McCrimmon, J.M. Writing with a purpose. Boston: Houghton Mifflin, 1976.
PE1408 M3323	McMahan, E. A crash course in composition. Second Edition. New York: McGraw-Hill, 1977.
PE1408 M3324	McQueen, W.A. A short guide to English composition. Second Edition. Belmont, Calif.: Wadsworth, 1972.
PE1408 N38	Nathan, N. Writing sentences. Boston: Houghton Mifflin, 1964.
PE1408 P3	Payne, L.V. The lively art of writing. New York: New American Library, 1969.
PE1408 P4376	Perrin, P.G. Handbook of current English 4. Fourth Edition. Glenview, Ill.: Scott, Foresman, 1975.
PE1408 R593	Roberts, E.V. Writing themes about literature. Fourth Edition. Englewood Cliffs, N.J.: Prentice-Hall, 1977.
PE1408 S66	Smolin, P. The sentence. Lexington, Mass.: Heath, 1977.

PE1408 S766	Stone, W.H. Prose style, a handbook for writers. Third Edition. New York: McGraw-Hill, 1977.
PE1408 T695	Troyka, L.Q. Guide to writing. New York: Harper's College Press, 1975.
PE1408 W614	Willis, H. Grammar and composition: generating sentences and paragraphs. Second Edition. New York: Holt, Rinehart and Winston, 1976.
PE1408 W6197	Winkler, A.C. Phetoric made plain. Second Edition. New York: Harcourt Brace Jovanovich, 1978.
PE1413 E45	Elcan, R.V. Elements of college writing. Boston: Little, Brown, 1977.
PE1413 G57	Glazier, T.F. The least you should know about English: basic writing skills. New York: Holt, Rinehart and Winston, 1977.
PE1413 R46	Rigg, D.C. Prentice-Hall workbook for writers. Second Edition. Englewood Cliffs, N.J.: Prentice-hall, 1978.
PE1413 W56	Whitten, M.E. Creative pattern practice: a new approach to writing. Second Edition. New York: Harcourt Brace Jovanovich, 1975.
PE1417 B28	Baker, S.W. The essays. Second Edition. New York: Crowell, 1972.
PE1417 1977.	Goshgariean, G. Ed. Exploring language. Goston: Little, Brown, E96
PE1417 W44	White, E.M. The writer's control of tone; readings, with analysis, for thinking and writing about personal experience. First Edition. New York: Norton, 1970.
PE1417 W48	Eckgardt, C.D. The Wiley reader: designs for writing. New York: Wiley, 1976.
PE1429 F58	Flanigan, L.A. Approaches to exposition: what, how, and why. Cambridge, Mass.: Winthrop Publishers, 1974
PE1429 1978.	Mills, H. Commanding essays. Glenview, Ill.: Scott, Foresmand, M55
PE1429 W54	Willis, H. Structure, style, and usage; a guide to expository writing. New York: Holt, Rinehart and Winston, 1964.
PE1439 C27	Canavan, P.J. Paragraphs and themes. Thrid Edition. Lexington, Mass.: Heath, 1979.
PE1439 M5	Mills, H. Commanding paragraphs. Glenview, Ill.: Scott, Foresman, 1977.

PE1441 M5	Mills, H. Commanding sentences: a charted course in basic writing skills. Glenview, Ill.: Scott, Foresman, 1974.
PE1449 D35	Davis, N.B. Basic vocabulary skills; a program for self-instruction. New York: McGraw-hill, 1969.
PE1449 D42	De Vitis, A. Words in context; a vocabulary builder. Second Edition. New York: Appleton-Century-Crofts, 1966.
PE1449 D5	Diederich, P.B. Vocabulary for college. Second Edition. New York: Harcourt, Brace, Jovanovich, 1973.
PE1449 N78	Nurnberg, M.W. All about words; an adult approach to vocabulary building. Englewood Cliffs, N.J.: Prentice-Hall, 1966.
PE1449 R67	Romine, J.S. Vocabulary for adults. New York: Wiley, 1975.
PE1449 W3	Waldhorn, A. Word mastery made simple. New York: Made Simple books; distributed by Garden City Books, Garden City, N.Y., 1957.
PE1460 W64	Willis, H. Basic usage, vocabulary, and composition: lessons on usage, reading selection, writing assignments. Second Edition. New York: Holt, Rinehart and Winston, 1975.
PE1478 H8	Hubbell, G.S. Writing term papers and reports. Fourth Edition. New York: Barnes & Noble, 1962.
PE1479 C6 C7	Cohen, B.B. Writing about literature. Glenview, Ill.: Scott, Foresman, 1973.
PE1574 F8	Funk, W.J. Word origins and their romantic stories. New York: Grosset & Dunlap, 1968.
PE1582 L3 A9	Ayers, D.M. English words from Latin and Greek elements. Tucson: University of Arizona Press, 1965.
PE1585 H36	Hayakawa, S.I. Language in thought and action. Fourth Edition. New York: Harcourt Brace Jovanovich, 1978.
PE1591 W38	Webster's collegiate thesaurus. First Edition. Springfield, Mass.: G. & C. Merriam Co., 1976.
PE1625 A54	The American Heritage dictionary of the English language.
PE1628 F65	Fowler, H.W. A dictionary of modern English usage. Second Edition. New York: Oxford University Press, 1965.
PE1628 W4 M4	Webster's new collegiate dictionary. Springfield, Mass.: G. & C. Merriam Co., 1976.

PE1680 D3	Davis, N.B. Vocabualry improvement: a program for self-instruction. Third Edition. New York: McGraw-Hill, 1979.
PE1680 L4	Levine, H. Vocabulary for the high school student, with answers. New York: AMSCO School Publications, 1967.
PN81 C79	Cox, R.D. The student critic; thinking and writing about literature. Cambridge, Mass.: Winthrop Publishers, 1974.
PN83 A43	Adler, M.J. How to read a book; the art of getting a liberal education. New York: Simon and Schuster, 1940.
PN4781 J78	Jones, J.P. Gathering and writing the news: a reporter's complete guide to techniques and ethics of news reporting. Chicago: Nelson-Hall, 1976.
PS614 M36	Martz, W.J. The distinctive voice; twentiety-century American poetry. Gelnview, Ill.: Scott, Foresman, 1966.
Q179 A3	Adams, W.R. How to read the sciences. Glenview, Ill.: Scott, Foresman, 1970.
Q181 T44	Thelen, J. Improving reading in science. Newark, Del.: International REading Association, 1976.
QA11 E18	Earle, R.A. Teaching reading and mathematics. Newark, Del.: International Reading Association, 1976.
QA11 T67	Tobias, S. Overcoming math anxiety. First Edition. New York: Norton, 1978.
QA39.2 N49	Newmark, J. Using finite mathematics. San Francisco: Harper & Row, 1980.
QA90 K3	Katzenberg, A.C. How to draw graphs: developed at Western Michigan University. Kalamazoo, Mich.: Behaviordelia, 1975.
QA93 H28	Hartkopf, R. Math without tears. New York: Emerson Books, 1975.
QA107 S73	Steinhoff, R.L. Arithmetic. New York: McGraw-Hill, 1978.
QA152 R34	Rees, P.K. Intermediate algebra. Fifth Edition. New York: McGraw-Hill, 1978.
QA152.2 G75	Groza, V.S. Elementary algebra. Third Edition. Philadelphis: Saunders College Publishing, 1981.
QA154 C89	Crowdis, D.G. Elementary algebra for colleges. New York: McGraw-Hill, 1970.

QA154 E73	Eraut, M. Fundamentals of elementary algebra: a program for self-instruction. New York: McGraw-Hill, 1970.
QA303 S5538	Shockley, J.E. The brief calculus, with applications in the social sciences. Second Edition. New York: Holt, Rinehart and Winston, 1976.
QA303 S593	Swokowski, E.W. Calculus, a first course. Second Edition. Toronto: Prindle, Weber & Schmidt, 1979.
QP34.5 T69	Tortora, G.J. Principles of human physiology. New York: Harper & Row, 1982.
RC480.5 B46	Bernstein, D.A. Progressive relaxation training; a manual for the helping professions. Champaign, Ill.: Research Press, 1973.
RC489 D45 W46	Wenrich, W.W. Self-directed systematic desensitization: a guide for the student, client and therapist. Kalamazoo, Mich.: Behaviordelia, 1976.
T65.3 E37	Eisenberg, A. Reading technical books: how to get the most out of your readings in general physics and chemistry, automotive, electrical, and mechanical technology, civil and construction technologyk metallurgy, industrial arts, data processing, technical courses, engineering technology courses. Englewood Cliffs, N.J.: Prentice-Hall, 1978.
Z710 L437	Learning Technology Incorporated. Library skills; a program for self-instruction. New York: McGraw-Hill, 1970.
Z1039 S5 N4	National Council of Teachers of English. High interest easy reading for junior and senior high school students. Third Edition. Urbana, Ill.: National Council of Teachers of English, 1979.

APPENDIX D

INFORMATION SHEETS RELATED TO THE WORKING MODEL OF THE STUDENT LEARNING CENTRE

1. Course description " To teach is to learn" 905-101

2. Recruiting letters

3. Information letter

4. Forms - Request for tutoring
   Tutoring Referral form
   Sessional Log Sheets (lesson plans)
   Sign in/out card

5. Video-tape work sheet

6. First assignment

7. Sample Schedule form for time Management

8. Final reports: very brief
   brief
   long final report

9. Follow-up letter to those not - tutored
10. Study Procedures

CHAMPLAIN REGIONAL COLLEGE
St. Lambert-Longueuil Campus

" To teach is to learn"
905-101
Susan Woodruff

REFERENCES:

Allen, V., (Ed.) *Children as teachers*. Jossey-Bass: San Francisco, 1976.

Kerwin-Boudreau, S., *A guide to behaviour change*. Champlain Regional College, 1980.

Kerwin-Boudreau, S. and S. Woodruff *Addendum: A manual for tutors*. Champlain Regional College, 1979

Woodruff, S., *A " how to" manual for tutors of high school students in reading*. Champlain Regional College, 1979.

COURSE DESCRIPTION:

Recent studies have demonstrated that one of the most effective ways to learn material is to teach it. Variations of this approach have utilized " high risk" , bright or average students as tutors for any other students needing help in improving their basic skills and/or in learning how to learn subject area content. Research on tutoring has shown that the tutor as well as the " tutee" , or the person receiving the help, gains from this experience. It appears that the organization used by the tutor to structure the material for the tutoring sessions reinforces and strengthens his knowledge of the content. (Allen, 1976; Schwartz et al, 1977).

The aim of this course is to train college students to work with their peers, tutoring them in basic skills, such as the fundamentals of effective reading and writing and studying, or in actual course content.

Tutors will receive approximately fifteen hours of instruction in the methodology of tutoring before actually beginning to tutor.

COURSE OBJECTIVES:

This course has a threefold purpose. Tutors will learn techniques for developing a good rapport with each tutee, and for presenting content to him. By this process, it is hoped that the tutor will improve his own communication skills.

Through the explanation of the processes of effective reading, writing and study skills it is hoped that the tutor will upgrade his own behaviour in these areas while urging his tutees to adopt efficient approaches to learning, too. Through the tutoring of content it is hoped that both tutor and tutee will develop a better understanding of the subject matter. This is especially true for the tutor; hence the name of the course " To teach is to learn" .

.../2

METHODOLOGY:

There will be initial training sessions at the beginning of the term, lasting for approximately six hours. In addition, the regularly scheduled hour of classes will be used to present additional information during the first five weeks of classes.

Beginning in week three of the term, tutors will meet with the instructor, in small groups, to discuss their progress in tutoring.

EVALUATION:

Students are assessed on the following basis:

I
1. Attendance at, and participation in, the initial training sessions.
2. Diligence in contacting tutors and in keeping to a regular schedule of tutoring.
3. Attendance at weekly small group meetings with the instructor.
4. Completion of sessional log sheets
    1) to mid-term: 15%
    2) to end of term: 15%

II Completion of the assignment which is designed to familiarize tutors with techniques for tutoring. 20%

III Completion of reports which are due on completion of the tutoring sessions. Each tutor is required to complete 25 hours minimum of tutoring. 50%

NOTE: By March 14, 1983 tutors should have completed at least 10 hours of tutoring.

Final reports and letters to students and referring individuals should be handed in no later than May 6, 1983.

lk

Champlain

CHAMPLAIN REGIONAL COLLEGE
ST LAMBERT - LONGUEUIL CAMPUS
Riverside Drive St Lambert
Que J4P 3P2

Dear

The Student Learning Centre, situated in B-301, has been developed to fill the needs of all students at Champlain - St. Lambert. It is a centre which is run by students, for students; a place where people can go to receive help in reading, writing and study skills.

This past semester a number of tutors worked with students at Champlain who either were referred by their teachers or who referred themselves for tutoring. Students requested help in either the basic skills or in specific disciplines such as accounting, mathematics, psychology, chemistry and physics. To date, both tutors and "tutees" have said they derived great satisfaction from the experience.

We believe that the Student Learning Centre is an important part of the college community. It has been operational for many semesters and it continues to expand its services as more people become aware of its existence and involved with it. However, the effectiveness of the Student Learning Centre revolves around the tutors who are available to staff it.

You have been selected to receive this letter because it is felt that you demonstrate a high level of ability in English language skills. Many students request or are referred for tutoring in this area and we feel that you, with training in tutoring, would be suited to helping your peers who demonstrate weaknesses in reading and writing. Therefore, we would like you to consider enrolling in the COMPLEMENTARY credit course, (905-101) entitled " To teach is to learn: Academic tutoring in theory and in practice."

The experience that you gain from working with other individuals is immeasurable. Even if you have no intention of teaching in the future, the benefits which accrue to you from tutoring another person include improving your ability to communicate ideas clearly, learning how to organize and sequence units of course material so as to explain their nature and effectively reinforcing your own knowledge of course content. This is why we firmly believe in the motto that " To teach is to learn."

The credit course begins with a brief training session which reviews the techniques of efficient reading, writing and studying in content areas. The principles of effective tutor-tutee communication are also stressed. Following training, each student is paired with one or more tutees. The tutor develops an individualized programme for each tutee, under the supervision of the course instructor. Each programme may last from a few hours to the whole semester depending on the needs of the tutee. The tutor and the tutee meet at their mutual convenience. Once the tutor has accumulated 25 hours of tutoring, and has written up the final reports on these sessions, he/she has fulfilled the requirements of the course.

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If you are interested in enrolling in this COMPLEMENTARY course, please fill out the application form and return it to Maria DiStaulo in the Student Learning Centre, B-301. Further information is available from her or from Susan Woodruff.

Sincerely,

Susan Woodruff

Champlain
CHAMPLAIN REGIONAL COLLEGE
ST LAMBERT - LONGUEUIL CAMPUS
Riverside Drive St Lambert
bec J4P 3P2

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You have been selected to receive this letter because it is felt that you demonstrate a high level of ability in Science and Mathematics. Many students request or are referred for tutoring in this are and we feel that you, with training in tutoring, would be suited to helping your peers who demonstrate weaknesses in these areas. Therefore, we would like you to consider enrolling in the COMPLEMENTARY credit course, (905-101) entitled " To teach is to learn: Academic tutoring in theory and in practice."

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ST. LAMBERT - LONGUEUIL CAMPUS
Riverside Drive St Lambert
bec J4P 3P2

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You have been selected to receive this letter because it is felt that you demonstrate a high level of ability in Business subjects. Many students request or are referred for tutoring in these areas and we feel that you, with training in tutoring, would be suited to helping your peers who demonstrate weaknesses in these areas. Therefore, we would like you to consider enrolling in the COMPLEMENTARY credit course, (905-101) entitled "To teach is to learn: Academic tutoring in theory and in practice."

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If you are interested in enrolling in this COMPLEMENTARY course, please fill out the application form and return it to Maria DiStaulo in the Student Learning Centre, B-301. Further information is available from her or from Susan Woodruff.

Sincerely,

Susan Woodruff

APPLICATION FORM FOR 905-101

TUTORING COURSE

Please return this form, completed to Maria DiStaulo in the Student Learning Centre room B-301 no later than

NAME ______________________________

ADDRESS ______________________________

______________________________ Postal Code ____________

TEL.NO. ______________________________

STUDENT NO. ______________________

PROGRAMME ______________________

/mds

Champlain
CHAMPLAIN REGIONAL COLLEGE
ST. LAMBERT - LONGUEUIL CAMPUS
00 Riverside Drive, St. Lambert,
Quebec J4P 3P2
Tel.: (514) 672-7360

December 1982

Dear

You recently completed an application for the college complementary course, 905-101, entitled "To teach is to learn". I am pleased that you have elected to take this course, and look forward to seeing you in January.

Block 31 (Wednesday at 9:00 a.m.), and Block 33 (Wednesday at 11:00a.m.)have been scheduled for this course. Please try to register for one and only one of these time periods. If, however, these times conflict with that of another course that you must take, you may still register for the tutoring course. I'll set up another meeting time with you at our first session.

To begin the course, there will be two consecutive training sessions. These will be held on Monday, January 24, and on Tuesday, January 25, meetings will last for approximately three hours, beginning at 6:00 and continuing until 9:00 p.m. As a result of budget cutbacks, we will not be able to provide food for you, so please bring your own snacks to sustain you.

Attendence at these meetings is compulsory. You will receive another notice toward the end of January. However if you now know that you will be unable to attend please inform me or Maria DiStaulo, in the Student Learning Centre, at 672-7360, ext. 214. If a significant number of students are unable to meet at this time, we will make alternate arrangements and you will be informed by letter.

You will be asked to Xerox a copy of your schedule for me at the end of registration. Please remember to do this. Thank you.

Have a good holiday!

Sincerely,

Susan Woodruff

SW/mds

Champlain
CHAMPLAIN REGIONAL COLLEGE
ST. LAMBERT - LONGUEUIL CAMPUS
900 Riverside Drive, St. Lambert,
Quebec J4P 3P2

Tel.: (514) 672-7360

January 10, 1983

Dear Tutor,

As you have already been informed, the course entitled "To teach is to learn:academic tutoring in theory and practice" begins with two evening sessions of training for tutoring. For this semester, these classes will be held on Monday, January 24 and Tuesday, January 25, beginning at 6:15 p.m. room TBA . These meetings are an integral part of the course and attendence at them is mandatory. If you are now unable to participate in these meetings, please inform Maria in the SLC before January 21. Call 672-7360 and ask for local 214.

The training manual for the course is entitled Addendum: A Manual for Tutors. I would like everyone to obtain a copy from Maria in the Student Learning Centre before the evening sessions. It would be advisable to read the sections noted below to familiarize yourself with the content.

January 24	-	Section l	p. 1
		Section ll	21
		Section lll	33
		Section lX	167
January 25	-	Section V	47
		Section Vl	99
		Section Vll	123
		Section Vlll	151

These manuals are for your use during the semester but should be returned at the end of term. You may, however, purchase a copy for $5.00.

Please bring a copy of your completed schedule to the first class.

Yours truly,

Susan Woodruff

Susan Woodruff

P.S. Please check with Maria in the SLC for the room number on or before January 24. Thanks.

SW/mds

FOR TUTOR'S USE ONLY	
NAME OF TUTOR	
DATE	

REQUEST FOR TUTORING

I WOULD LIKE TO BE TUTORED IN THE SUBJECT/SKILL AREA WHICH IS LISTED BELOW. PLEASE ARRANGE FOR ME TO BE MATCHED WITH A TUTOR AS SOON AS POSSIBLE. THANK YOU.

DATE____________________

NAME______________________________________

STUDENT NUMBER________________________________

TELEPHONE NUMBER_______________________________

PROGRAMME (030, ETC.)_____________________________

LOCKER NUMBER_________________________________

SUBJECT & TEACHER______________________________

STATE BELOW THE REASONS YOU FEEL YOU NEED TUTORING IN THE ABOVE SUBJECT AREA.

____

____

____

____

____

____

ON THE REVERSE SIDE, FILL OUT YOUR SCHEDULE WITH CLASSROOM NUMBERS. INDICATE THOSE BLOCKS IN WHICH YOU ARE AVAILABLE FOR TUTORING.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Starting at 8:00	10	20	30	40	50
9:00	11	21	31	41	51
10:00	12	22	32	42	52
11:00	13	23	33	43	53
12:00	14	24	34	44	54
1:00	15	25	35	45	55
2:00	16	26	36	46	56
3:00	17	27	37	47	57
4:00	18	28	38	48	58
5:00	19	29	39	49	59

(FORM A)

REFERRAL FORM

TO THE INSTRUCTOR:

The student learning centre has been established to serve 2 immediate needs in the college community.

A) to give students in need of skill building in basic areas of reading and writing the opportunity to work with trained peers on programmes individualized to suit their particular needs, outside of or in addition to regular English courses.

B) to give students needing help in learning how to study efficiently (in content areas, such as psychology, mathematics, biology, etc.) the opportunity to work with trained peers who will help them develop effective study procedures to be used in their specific disciplines.

The attached form is for the use of instructors who wish to refer students to the learning centre for individualized instruction in basic reading, writing or study skills. The students who staff the centre have received intensive training as tutors, and they have been made familiar with the materials in the learning centre. Although they have no formal academic training in the subject areas and/or the skill areas in which they are tutoring, they are efficient trained tutors who know how to plan individualized sessions pertinent to the needs of any students who choose to avail themselves of this service. Their role is to act as motivators and facilitators of learning and guides to the material.

The instructor may choose to use the college learning centre as either a) an ancillary to the actual course content or b) as part of the required course load. Attendance records will be kept, for the tutor and the tutee, and the tutor will make subjective evaluations of the referred student's performance during the tutoring sessions.

For Tutor's use only
Name:
Date:

REFERRAL FORM

DATE: ____________

INSTRUCTOR/A.P.I. : ____________

STUDENT NUMBER: ____________

COURSE: ____________

STUDENT: ____________

TELEPHONE NO. ____________

REASON FOR REFERRAL :(Include areas needing improvement)

PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. I would ________ would not ________ prefer to be involved in planning this student's individual programme.

   IF YOU ANSWER AFFIRMATIVELY TO #1, PLEASE INDICATE WHEN YOU WOULD BE AVAILABLE TO MEET WITH THE LEARNING CENTRE TUTOR.

2. I will ________, will not ________ include this training as part of the student's evaluation.
3. This tutoring programme will ________ will not ________ constitute part of the required 3 hour class time.

ON THE REVERSE SIDE OF THIS SHEET THERE IS A COPY OF THE SCHEDULE. PLEASE ASK THE STUDENT TO FILL OUT HIS/HER FULL SCHEDULE AND THE TIMES AT WHICH THEY ARE AVAILABLE FOR TUTORING.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STARTING AT 8:00	10	20	30	40	50
9:00	11	21	31	41	51
10:00	12	22	32	42	52
11:00	13	23	33	43	53
12:00	14	24	34	44	54
1:00	15	25	35	45	55
2:00	16	26	36	46	56
3:00	17	27	37	47	57
4:00	18	28	38	48	58
5:00	19	29	39	49	59

SESSIONAL LOG SHEET

TUTOR ______________________ DATE ________________ TIME SPENT ______________

TUTEE ______________________ SUBJECT AREA ______________________

ACTIVITY/SKILL AREA	MATERIALS/REFERENCE	PROGRESS/PERFORMANCE

TUTOR'S COMMENTS:

SIGN- IN FORM

TUTOR________________

TEL. NO.________________

STUDENT NO.________________

ATE	TIME	TUTEE	DATE	TIME	TUTEE
.			13.		
2.			14.		
.			15.		
4.			16.		
.			17.		
.			18.		
.			19.		
.			20.		
9.			21.		
0.			22.		
11.			23.		
2.			24.		

TUTOR________________

TEL. NO.________________

STUDENT NO.________________

DATE	TIME	TUTEE	DATE	TIME	TUTEE
.			13.		
2.			14.		
.			15.		
.			16.		
5.			17.		
.			18.		
7.			19.		
.			20.		
.			21.		
10.			22.		
1.			23.		
12.			24.		

NAME ______________________________

VIDEO-TAPE DISCUSSION SHEET

Segment 1:

An Introductory Session

What do you feel are the positive aspects of this interaction?

What do you feel are the negative aspects of this interaction?

What techniques which are outlined here will you use in your first session?

What else will you do?

Many tutors tend to ignore the test results as irrelevant to the tutoring. However, they can provide a useful profile of your tutee's strengths and weaknesses, generally.

Outline below the value of each of the tests. If you think the results are irrelevant to tutoring in your discipline explain why you feel this way.

Diagnostic Reading Test

Study Habits Checklist

Segmemt 2

Problem - solving techniques and approaches to a textbook are outlined in this tutoring situation. Steps to problem-solving are important techniques to emphasize. List, below, the steps in problem-solving that can be applied to any situation.

Why might it be important to introduce your tutees to the organization of a textbook? What specific text guidelines would you emphasize?

Segment 3

Despite the humour of this unit, several important study procedures are outlined. List the techniques mentioned in this segment that are of value. Explain how you would introduce them to your tutees.

Segment 4

Several patronizing statements are made by tutor 1 in this segment. What is wrong with his approach? Is tutor 2 more effective? Why or why not? How could you improve on this situation?

CHAMPLAIN REGIONAL COLLEGE
St. Lambert-Longueuil Campus

TUTORING 905-101 WINTER 1983

"To Teach is to Learn"

Instructor: Susan Woodruff

Marks: 20%

ASSIGNMENT I

In this assignment, you are asked to create a profile of a typical Champlain student who is experiencing difficulty in the subject matter that you are going to tutor in. This student has arrived at the Student Learning Centre, either by choice or through a teacher or academic advisor referral.

PART I In the first part of the assignment, you are to present a clear picture of your hypothetical student, including a precise personality analysis, and a complete, well documented account of the student's basic skill levels, by referring to test scores, and competence in the subject matter to be tutored. The following is a partial list of the points to be included:

A. Sex and age.
B. Programme of study and year at Champlain.
C. General personality characteristics vis a vis interest in studying in general, and involvement in the actual course context.
D. High School experience/background in subject area.
E. Test scores from tests of reading, writing, studying and how these may relate to competence in the subject area. (You should list actual scores from these tests and give an analysis of their effect on the individual's academic performance).
F. A consideration of the implication of self-referral vs. teacher/academic advisor referral.

PART II Attach six (6) lesson plans, using the sessional log sheets from the SLC showing the progression of the tutoring over the period of time covered. (Note: your lesson plans should correspond to the description you provided and so may not necessarily be positive!)

..../2

PART III Attach a listing of the materials you consulted when doing this assignment, as well as those you used in your tutoring. This listing must be done using proper bibliographic referencing format.

This assignment is due on February 14, 1983

mds

DAILY SCHEDULE: WEEK ____

DATE:							
TIME:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							

*BRIEF FINAL REPORT

TUTOR:

TUTEE:

REFERRED BY: REFERRED SELF:

SUBJECT AREA:

TOTAL NUMBER OF SESSIONS: TOTAL NUMBER OF HOURS:

DATES: AMOUNT OF TIME:

DATE: TUTOR's SIGNATURE:

Briefly explain why the tutoring programme lasted for less than six (6) hours.

* For students tutored five (5) hours or less.

*BRIEF FINAL REPORT

TUTOR:

TUTEE:

REFERRED BY: REFERRED SELF:

SUBJECT AREA:

TOTAL NUMBER OF SESSIONS: TOTAL NUMBER OF HOURS:

DATES: AMOUNT OF TIME:

DATE: TUTOR's SIGNATURE:

Briefly explain why the tutoring programme lasted for less than six (6) hours.

---

* For students tutored five (5) hours or less.

Discuss below any of your tutee's needs that were identified at the beginning of the tutoring programme. Discuss also any common objectives or goals that you both agreed to work on.

Briefly describe any materials that were used during the tutoring sessions and the purpose(s) for which each was used. Mention also any materials that were used by the tutee in between tutoring sessions and the purpose for which they were used.

General Assessment of Progress

Summarize below the various activities that you worked on with your tutee. Analyze your tutee's progress in each of these skill areas. Discuss also your tutee's attitude througnout the tutoring programme.

NOTE: If tutoring lasted more than three (3) hours, include a letter to the tutee as per the model on page 218 of the Addendum.

303-104-219

*FINAL REPORT
STUDENT LEARNING CENTRE

TUTOR: ______________________________

TUTEE: ______________________________

SUBJECT AREA ______________________________

NUMBER OF SESSIONS ________________

NUMBER OF HOURS ________________

*For those tutored 5 hours or more.

DATE	TIME

Briefly discuss the arrangements you and your tutee made when you first met. This description should present the number of times per week you agreed to meet and the approach to tutoring you were to take including a discussion of the relative weighting of work done during the tutoring sessions and that done at home. Also include a description of your tutee's expectations of the tutoring.

Briefly discuss your tutee's skill levels, in both the areas of reading, writing and studying as well as in content area. This analysis should be based on test scores obtained at the beginning of the tutoring, from specific subject area disgnostic tests or from standardized tests. List the scores obtained on the back of the sheet.

TEST SCORES

Analyze your tutee's progress over the duration of the tutoring, paying attention to progress in both the content area as well as in skills areas (if any was needed) such as study behaviour, reading ability or writing skills. Attach sessional log sheets.

List the materials used during the tutoring sessions.

MATERIALS	PURPOSE

List any materials used by your tutee at home.

MATERIALS	PURPOSE

LETTERS AND COURSE COMMENTS:

A) Letters to the referring teacher or academic adviser or the student (optional) should be attached. Use the models found in the Addendum on pages 201 (teacher and API) 203 (student).

B) Please also make sure that your tutee fills out a questionnaire about the tutoring as soon as you have completed your tutoring sessions. See Maria for copies.

C) We would also appreciate a written evaluation of the tutoring. A copy of the questions will be handed out at the appropriate time.

Champlain
CHAMPLAIN REGIONAL COLLEGE
ST. LAMBERT - LONGUEUIL CAMPUS
900 Riverside Drive, St. Lambert,
Quebec J4P 3P2
Tel.: (514) 672-7360

January 1983

Dear Student,

Last term, you applied for tutoring from the Student Learning Centre. According to our records, you did not receive the help you requested.

We presently have your name on a priority list for tutoring in the next semester. If you are still in need of tutoring in the subject you requested, or in any subject area, please confirm this with Maria DiStaulo, in the Learning Centre, room B-301. We will cancel your request if you do not respond as soon as possible.

Thank you for your co-operation.

Sincerely,

Maria DiStaulo

mds

CHAMPLAIN REGIONAL COLLEGE
St. Lambert-Longueuil Campus

Susan Woodruff

STUDY PROCEDURES

If you follow the steps outlined below, you should find that learning material in a course will become easier. This procedure takes no longer than any other efficient study procedure. In fact, following these steps should eliminate cramming and give you even more time to spend with your friends!

PREPARATION for classes: Familiarizing yourself with class objectives	Objectives	1	1.	Before entering the class, read over the objectives pertinent to the topic to be discussed.	5-10 min.
	Questions	2	2.	Make a list of all personal or relevant questions which arise from the objectives eg. - What things in your life relate to the ideas to be discussed in class? eg. - How does the material to be discussed in class relate to information already picked up?	5-10 min.
	New terms	3	3.	Make a list of all new terms from the objectives.	5 min.
	Skim over the text	4	4.	Skim over the relevant portions of the text, looking at 1. headings 2. high-lighted ideas and terms 2. graphs, charts, maps, etc. 4. introduction, summary	10 min.
DURING CLASS			1.	Listen carefully	
	Taking notes	2	2.	Take notes - BAM style	
	Questioning	3	3.	Ask questions - intelligent ones - as you are familiar with the outline of the contents.	
				Spend time at the end of lecture reading over your notes, adding bits of information and headings on the left hand side.	5 min.
AFTER CLASS				Go over relevant sections of text-book, taking notes on sections not covered in great detail in the lecture.	1-2 hrs.
				Review notes weekly	10 min.
DEVELOPING VOCABULARY				Keep a personal glossary of all new terms - alphabetically	

OTHER STUDY TIPS

Time Management	Make out a schedule of all your class times; other obligations. Add in eating, transportation times. Add in recreation time. End up with time allotted for studying. General rule of thumb: One hour out of class - studying - for every hour in - (labs excepted)
Make a List of Assignments	Keep a list of all assignments and when they are due. Plan your time so that work is spread out over several days, not crammed into one evening.
Vary the Work Done	Remember that the average total attention span is only 15 minutes. Read and study for 15 minutes (approximately) and take a short 2 minute break (or so). Work on the subject you like least first; then the one you like after, so that you won't procrastinate. Try to avoid studying two similar subjects together as you will become confused with terms ie. don't read and study chemistry followed by calculus or physics. Put English in between.
Study Environment	Try to keep one place - the same place - for studying. Keep it clear of distractions. Keep the area free from distracting items. ie. Don't study in front of the T.V.!
Exam-taking Techniques	Make sure that you read the directions carefully. Translate them into your own words and compare the two versions. Look for discrepancies. Make sure that you read each question carefully. Translate each question into your own words. For essay exams you should try to begin the answer with a restatement of the question.
Add a Specific Fact	Follow this with a statement containing at least one specific fact.
Add more facts	Add another series of facts, all of them relating to the statement made at the beginning.
Summarize Your Answers	If you have time, write a logical conclusion, summarizing the entire contents.

lk

APPENDIX E

RESPONSIBILITIES OF THE CLERICAL ASSISTANT

COURSE FORMS USED BY THE TUTORING COURSE INSTRUCTOR

a. Mid-term mark feedback sheet

b. Weekly meeting record sheet

c. End of term mark feedback sheet

d. List of tutors by subject

e. Sample end of term report on the student learning centre

STUDENT LEARNING CENTRE

BASIC DAILY TASKS

TASK	TIME
Assistance to Tutors: -information about materials -explanation of test scores -assignment help	1 hr
Tutor-Tutee co-ordination -delivering messages -arrangement of meetings	30 mins
Maintaining record of requests	30 mins
Assistance to High School Tutors -telephone arrangements -information about materials	30 mins
Arranging transportation to High School -obtaining taxi stubs -recording amounts	30 mins
Updating files & duplicating	30 mins
Typing -Learning Centre materials -tutor lists -letters	30 mins
General upkeep of SLC & Chemistry Centre -reshelving books from Library -clean-up	15 mins
Dissemination of Information -informing students/teachers etc. about the SLC -explaining resources & books available etc.	15 mins
Gathering data for Grant work	1 - 2 hrs
	5 hrs 30 mins - 6 hrs 30 mins

Peak time activities include offering assistance and giving information to tutors and tutees.

Please refer to the monthly schedule for more specific details and for tasks which must be performed each month in addition to the basic daily operation of the SLC.

LEARNING CENTRE AND READING PROJECT ACTIVITIES

BY MONTH - DAILY ACTIVITIES

MONTH	S.L.C.	TIME REQUIRED	READING PROJECT	TIME REQUIRED
AUGUST JANUARY	Letters re:training sessions for tutors. -typing, submitting for duplicating, obtaining lists and labels, mailing.	several weeks work.	Letters to applicants re:status in project. -same as S.L.C.	
	Preparation of files for training sessions.			
	General clean-up and up-date. - shelf-reading, submitting all duplicating, workbook counts, storing and filing of material, reordering material.			
	Typing of statistical break-down of test results from December testing.			
	Preparation for Fall/Winter semester.			
	Work at registration.			
	Organization for tutor-training sessions.			
	Work at Orientation			
	Attendence at Tutor Training Sessions.	2 evenings		

LEARNING CENTRE AND READING PROJECT ACTIVITIES

BY MONTH - DAILY ACTIVITIES

MONTH	S.L.C.	TIME REQUIRED	READING PROJECT	TIME REQUIRED
SEPTEMBER FEBRUARY	A. Scoring of Tests - S.H.C. D.R.T. S.S.H.A. (occasional administration)	1 hr./day (for 2 wks)	A. Scoring of Tests - S.H.C. D.R.T. S.S.H.A.	2 hrs./day week 1
	B. Preparation of Tutor Lists - Typing same.	6 hrs.	B. High School Tutoring	
	C. Tutor Orientation to S.L.C.		1. Liason with High School co-ordinators in preparation for tutoring-and in communicating messages to tutors.	2 hrs.-wk.1 30 min/daily
	1. Assistance in obtaining and interpreing test results for tutees.	3 hrs./day		
	2. Familiarization with available materials - for tutoring and for assignment.		2. Preparation of-Tutor Tutee. lists.	2 hrs.
	3. Co-ordination of tutee requests and available tutors.		3. Attendence at matching meeting(s).	2-4 hrs
	D. Informing students of test results from May.		4. Organization of tutor transportation to High Schools.	30 min/day
	E. General publicity.	30 min./day	5. Orientation of Tutors- individually to High School Tutoring.	approx.1-2 hrs daily in September.
	F. Up-keep of S.L.C. materials	30 min./day	6. Assistance in selection of tutoring materials.	
	G. Community Tutoring - taking information obtaining proper tutors, etc.	30 min./day	7. Up-dating of materials and supplies.	15 min/day

LEARNING CENTRE AND READING PROJECT ACTIVITIES

BY MONTH - DAILY ACTIVITIES

MONTH	S.L.C.	TIME REQUIRED	READING PROJECT	TIME REQUIRED
OCTOBER MARCH	1. Communication with Academic Advisors and Faculty re:tutee referrals.	30 min/day	On-going liason with High School co-ordinators.	30 min/day
	2. General up-keep of SLC - files, lists and typing.	1½ hrs/day	General up-keep of Hich School files.	30 min/day
	3. Tutor-Tutee co-ordination (on-going-see Sept.)		Assistance to Tutors.	30 min/day
	4. Recruiting for new tutors for January. -obtaining lists and labels. -typing, duplication, and mailing. -preparation of lists for Academic Advisors and Registrar.	15 hrs	Recruiting students for following semester. Publicity - same as S.L.C.	20 hrs.
	COMMUNITY TUTORING			

LEARNING CENTRE AND READING PROJECT ACTIVITIES

BY MONTH - DAILY ACTIVITIES

MONTH	S.L.C.	TIME REQUIRED	READING PROJECT	TIME REQUIRED
NOVEMBER APRIL	Finalizing Tutor lists for January.	15 hrs	Liason with High Schools	
	Up-dating tutor/tutee lists		Transportation co-ordination.	
	Helping with video-taping	?		
	Daily up-keep.		Daily upkeep. Lists - materials.	
	On-going assistance		On-going assistance.	
	Inventory and verification of Manuals for	January -	(Bookstore and Business Office).	
	Sending out of letters re:second testing date.	15 hrs		
	Accumulation and preparation of all necessary testing day material.	3-4 days work		
	Testing of new students not tested in May.			
	COMMUNITY TUTORING.			

LEARNING CENTRE AND READING PROJECT ACTIVITIES

BY MONTH - DAILY ACTIVITIES

MONTH	S.L.C.	TIME REQUIRED	READING PROJECT	TIME REQUIRED
DECEMBER MAY	Testing of Students not tested in May and January. (Dec. only.)	20 hrs min.	Scoring of post-tests	
	Preparation of materials for same.		Final reports collected. Results tabulated and typed. Then sent out to High School.	
	-finding testers. -assistance at training session. -correcting and sending out of results. -coding for statistical breakdown.		Certificates organized. Presentation to H.S. tutees.	
	Final Reports for Tutors		Preparation for January R.P.	
	-results recorded, typed and circulated. filed.	all day every day	Letters sent to new applicants.	
	-letters to tutees and referring staff typed and sent out.	3 weeks work		
	Updating for following semester			
	COMMUNITY TUTORING			

LEARNING CENTRE AND READING PROJECT ACTIVITIES

BY MONTH - DAILY ACTIVITIES

MONTH	S.L.C.	TIME REQUIRED	READING PROJECT	TIME REQUIRED
JUNE JULY	Preparation of test results from May - letters to Academic Advisors and to students.	3 weeks		
	Up-dating files			
	Research work.			
	Holidays			

ADDITIONAL WORKLOAD

Typing and mailing of professional correspondence when necessary. (Included in daily typing.)

Revising and typing of SLC forms or course material as necessary.

Keeping up good public relations through personal interview, telephone or written requests for information about the SLC as its influence becomes more obvious throughout the network of schools and colleges.

Coding of work for Research Grant

In order to complete the grant work, the following must be done:

A. BCU's must be obtained for all students who have been tutored in the SLC since Fall 1980.

B. A breakdown of each student's academic record according to EA's, E's and AB's must be made.

C. Review Board record is noted.

D. Marks in concentration subjects by programme and Z scores are to be recorded for each student on coded sheets.

This work is not inclusive of typing the report and an estimate of the amount of time involved based on work done in summer 1982 indicates that it should take approximately 1 hour per day for every working day in the Fall semester in order to simply prepare the data. (Included in daily workload).

As tabulated in the June 1982 report to the government, the number of students serviced by the SLC has doubled in the past two years therefore doubling the amount of work and time involved in its efficient operation.

The academic year 1982-1983 promises an even greater opportunity for the SLC to have an impact on the academic lives of students at this college.

Champlain

CHAMPLAIN REGIONAL COLLEGE
ST. LAMBERT – LONGUEUIL CAMPUS
[illegible] Drive
St. Lambert, Quebec
[illegible]
Tel. (514) 672-7[illegible]

NAME: ______________________________

TO: Student Learning Centre Tutors

FROM: Susan Woodruff

RE: Mid-Term Mark /15

The following is my subjective evaluation of your performance as a participant in this course as of the week of October 27, 1981, based on the ratings below:

1. Unsatisfactory
2. Fair
3. Good
4. Very Good
5. Excellent

A. Attendence at and participation in training sessions held Jan. 25 and Jan. 26, 1982.	1	2	3	4	5
B. Attendence at and participation in regularly scheduled meetings of the group Jan. 28 - Feb. 25, 1982.	1	2	3	4	5
C. Attendence at individual meetings held weekly.	1	2	3	4	5
D. Completion of sessional log sheets, where applicable.	1	2	3	4	5
E. General progress in tutoring:					
1. reliability in contacting tutees once assigned.	1	2	3	4	5
2. reliability in showing up for meetings once the tutoring time is established.	1	2	3	4	5
3. initiative in finding materials appropriate to the subject being taught.	1	2	3	4	5

See comments on reverse.

/mds

COMMENTS:

INSTRUCTOR RECORD SHEET
WEEKLY MEETINGS

TUTOR____________________ MEETING TIME____________________

NUMBER OF HOURS____________________

TUTEE	SUBJECT	DATES	TERMINATION - REASON

DATE	TUTEE	COMMENTS

DATE	TUTEE	COMMENTS

DATE	TUTEE	COMMENTS

DATE	TUTEE	COMMENTS

COLLEGE COMPLEMENTARY COURSE 905-101: " To Teach is to Learn"

Instructor: Susan Woodruff

TUTOR: ____________________________________

The following is a breakdown of your final mark in the 905-101. Explanatory comments are provided, when appropriate, in the various sections.

I FIRST ASSIGNMENT ___ 20

II PREPARATION FOR WEEKLY MEETINGS (including long-range tutee programme) first half ___ 15

second half ___ 15

COMMENTS: ____________________________________

____

____

III FINAL REPORTS ___ 30

A. NAME OF TUTEE - NO. OF HOURS

____

____

____

____

____

B. PROGRAMME OVERVIEW & OBJECTIVES FOR THE TUTORING SESSIONS

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.../2

C. PRESENTATION OF BASELINE DATA, WHERE APPLICABLE

D. BREAKDOWN OF TUTORING MATERIALS

E. GENERAL ASSESSMENT OF PROGRESS

F. SESSIONAL LOG PLANS

G. LETTER TO REFERRING TEACHER/API NOT APPLICABLE ____

.../3

H. LETTER TO STUDENT

I. GENERAL COMMENTS

FINAL MARK $\overline{100}$

INSTRUCTOR ______________________

SAMPLE

Winter 1983 Subject - Tutor List

Accounting 1 & 11

Bonnie Burcombe	1
Laurent Lamontagne	1 & 11
Alexander Reid	1 & 11

Anthropology

Mark Cleland

Biology

Anne-Louise Andrade	
Jonathan Brassard	401, 301
Lyse Charette	
Marie Manadili	301
Dale Cormier	401, 301
Francois Joubert	401, 301
Anne-Marie Sorensen	401

Calculus 1 & 11

Ravi Alagar	1
Marc Beland	1
Lyse Charette	1 & 11
Sandro Cianci	1, 105
Rosie DiPancrazio	1 & 11
Tony DiSalvo	11, 105
Kim Duong	11, 111
Mary Eng	
Alain Goyette	commerce cal.
Alexander Reid	commerce cal.

Chemistry

Ravi Alagar	101, 201
Marc Beland	201
Jonathan Brassard	org. chem
Albert Clark	org. 1 & 11
Dale Cormier	
Tony DiSalvo	201
Kim Duong	101
Francois Joubert	org. chem
Maria Manadili	101
Jacqueline Panneton	101, 201
Anne-Marie Sorensen	101, 201, org.

Data

Marc Beland	Intro.
Jaonathan Brassard	Fortran
Sandro Cianci	Fortran
Albert Clark	
Alexander Reid	Intro.

Economics

Bonnie Burcombe
Alain Goyette

English

Anne-Louise Andrade
Bia Apostolopoulos
Lisa Brown
Bonnie Burcombe
Luke Carson
Romy Charles
Michael Chatlani
Mark Cleland
Rosie DiPancrazio
Antonella Giordano
Louis Labrecque
Marie Manadili
Tobi Panter
Cindy Rodney
Anne-Marie Sorensen
Lilly Stappa
Lisa Storozuk
Emma Tibaldo

French

Anne-Louise Andrade
Bia Apostlopoulos
Lyse Charette
Romy Charles
Rosie DiPancrazio
Kim Duong
Alain Goyette
Francois Joubert
Louis Labreque
Tobi Panter
Lisa Storozuk
Emma Tibaldo

History

Mark Cleland
Antonella Giordano

Languages

Louis Labreque	German
Tobi Panter	Spanish, German
Cindy Rodney	Spanish
Emma Tibaldo	Italian

Math

Ravi Alagar	Algebra
Bonnie Burcombe	Trig.
Dale Cormier	Algebra
Mary Eng	Algebra
Kirby Losch	Linear Algebra
Georges Massery	105, 103

Philosophy

Anne-Marie Andrade
Antonella Giordano

Physics

Ravi Alagar	101
Marc Beland	101
Lyse Charette	101
Michael Chatlani	101
Sandro Cianci	201
Albert Clark	101, 201
Tony DiSalvo	201
Kim Duong	301
Francois Joubert	301
Kirby Losch	101, 201
Marie Manadili	101
George Massery	101
Jacqueline Panneton	301
Anne-Marie Sorensen	301

Psychology

Anne-Louise Andrade
Luke Carson
Michael Chatlani
Mark Cleland
Antonella Giordano
Cindy Rodney

Political Science

Antonella Giordano

Study Skills

Bia Apostolopoulos
Lilly Stappa

FALL 1982 TUTOR REPORT

SAMPLE

page 1

TUTOR	TUTEE	SUBJECT	# HOURS	DATES	COMMENTS
1. Jennifer Agnew	Monica Pundzius	Cal 1	3	25/11-8/12	-both girls were being tutored by John Lewis in Physics and Chem but needed emergency help in graphing at the end of the semester. John exchanged with Jennifer for the 5 hrs.
(see John Lewis)	Anne-Marie Malard	Cal 1	2	25/11-29/11	
(see Monica Devey)	Irene Marc	Cal 1	9.5	14/9-9/11	-met irregularly.tutee was worried that she would not understand the teacher and wanted back-up support. tests:23/25, 19/25,23/25.
	Monique Lepage	Cal 1 Physics 101	10	20/9-9/12	-Cal tests 18/25, 21/25, 24/25. weak basis in H.S.Physics
	Chris Kurdyla	Cal 1	1	22/10	-was referred for tutoring. met once only. felt confident enough.
			25.5		
2. Carole Allard	Elizabeth Wadden (R. Leigh referred)	French	4	13/10-3/11	-felt confident after the 4 sessions to go on own. Needed push to study verbs but did manage.
	Tina de Francesco (J. Donahue referred)	English	4	11/10-1/11	-poor study habits and attitudes.tutor worked on these as well as the essentials of English. Teacher & tutor saw marked improvement.
	Frances Todoruk	English	16	19/11-7/12	-dropped Eng. course but continued to meet with tutor. worked on Eng. skills, paper writing. vocals dev. met regularly over the semester and saw improvement.
			24		
3. Robin Bhattacharya	Brian Brazeau	Physics 101	12.5	22/9-30/11	-had difficulty with subject matter. tests-55%, 66% & 69%. did gain a better understanding.
	Indra Prashad	Cal 111	7	15/10-10/12	-comprehension of subject good. tutoring served as review and reinforcement of class work. attitude and progress excellent.
	Joana Sonichi	Cal 11	5.5	14/10-3/12	-used tutoring only when explanations necessary. seemed to help.
	Todd Milton	Chem 101 Cal I	2.5	1/12 8/12	-period of tutoring too short-only marginal success.
			27.5		

TUTOR	TUTEE	SUBJECT	#HOURS	DATES	COMMENTS
4. Karen Bleakley	Susan Troller (Ann Kew referred)	study skills	4.5	4/10-22/10	-erratic attendence. seemed disinterested in the course of study. used avoidance behaviour so as to evade doing anything concrete.
	Phoebe Striminopoulos	Essay skills	5	19/10-26/10	-went over essays that she had to hand in for classes. met when essays were due.
(see Kim Tassy)	Christina Ng	English	14	16/9-26/10	-Wanted assistance with assignments and help with grammar and pronunciation
	Antonella Giordano	Intro to Ec.	3	21/10-26/10	-assignment assistance.
			26.5		
5. Sophie Bourbeau	Ingrid Caro	Chem 101	13	22/9-8/12	-1st yr. student. good H.S. grades-seemed to fall apart throughout semester. not working hard enough-failed 1st three tests. needed to adjust to demands of college might pass final.
	Michael Chatiani	Chem 201	16	23/9-6/12	-good study habits on SHC but in reality a procrastinator who did not do enough studying throughout semester. will fail course.
			29		
6. Dan Colonna	Kelly Amey	Math 101	15.5	7/10-30/11	-mostly joint meeting. two meetings were held alone with Kelly. difficulties because of different teachers with different explainations and procedures from tutor. not generally positive overall.
	Mary Chiovitti	Math 101	5	8/11-22/11	-well organized and prepared. asked questions. gained under-standing.
	Glenn Lefrancois	Math 101	5	23/9-7/10	-generally neg. complained that tutor was not helping him. neg. towards course too.
			25.5		

TUTOR	TUTEE	SUBJECT	# HOURS	DATES	COMMENTS
7. Louise Cragg	Kim Van Duong	Physics 301	17.5	7/9-8/12	-wanted an 80%- in course. needed the reassurance of a tutor. test 1-70%;2-88%;3-75%. model tutee works hard, but lacks confidence in herself.
	Josee Griffin	Physics 301	14	15/9-8/12	-wanted a 70% or more in course. test scores-51% 80%;69%; is a procrastinator. left physics aside for Cal 111 course. generally bright student who can do well on own.
	Dale Perks	Physics 301	10.5	18/10-9/12	-failed 1st test with 45%. wanted to pass the course test 2-55%, test 3, 75%. good worker. excellent study habits.
	Patsy Poku	Physics 301	15.5	13/9-7/12	-physics 101 - 60%. wanted a 70% plus in 301. generally disorganized. procrastinated so that she could not get things done. careless errors and lack of concentration
			57.5		
8. Nathalie Delombaerde (see K. Simmonds)	Bryan Farley	Chem 101	19	14/9-30/11	-tests 1-86%, labs 7/10. 8/10. 7.5/10. 9/10. serious about studying. organized. goal directed - wanted to be accepted into engineering-simply dropped the tutoring without explanations.
	Andre Langlois	Chem 201	9	9/11-7/12	-tutoring began late in the term. intensive sessions which will continue until exam. was failing the course and needed some extra help.
			28		
9. Tracey del Vecchio	Nancy McHarg	German	17.5	13/9-11/10	-well motivated. good student with excellent habits. evidently did very well in class exams and tests. worked on pronunciation, etc.
	Anita White	German	6.5	14/9-11/10	-met irregularly and so no real progress could be seen
	August	German	1		
			25		

TUTOR	TUTEE	SUBJECT	# HOURS	DATES	COMMENTS
10. Monica Devey (see Jennifer Agnew)	Irene Marc	Chem 101	3	15/9-25/11	-wanted tutor to help occasionally with a few basic concepts with which she had some difficulty.
	Randy Johnstone	Pre-cal 311	3	24/9-25/10	-only met occasionally when tutee had questions but math was not his top priority.
	Jonathon Nellson	Pre-cal	20.5 26.5	9/9-25/11	-assignment 1-82%, 2-100%. test 1-86%. Hard worker who neede to have his confidence boosted. did problems. out of school for a year before entering in Jan'82.
11. Philippe Drouet	Anouchka Bayard	Cal I	16	24/9-8/12	-although D.R.T. etc were low, it was apparent that tutee was well organized, etc. got 86% on 1st test. did all problems. was conscientious. got 98% on 2nd test 92% on 3rd.
	France Tasse	Org. Chem	6	28/9-30/11	-review before a test. generally worked on problem-solving techniques. positive attitude. Ideal tutee.
	Jonathen Chung	Cal	3 25	25/10-29/10	-was doing very well but neededsomeone to explain theory although he was skilled in problem-solving.
12. Matt Farfan	Sharron Purchase	English	9	29/9-1/11	-interested tutee but impededby teacher who seemed not to hand back essays on time, etc. worked on style etc. some attention on tutee's part but felt discouraged.
	Christina Maula (referred by J. Donahue)	English	6.5 15.5	13/10-29/11	-unattentive, bored, unenthusiatic tutee who showed up irregularly.
13. M[illegible] Fasiolo (see Anthony Gentilcore)	Dana Friend	Italian	15	8/9-11/11	-began enthusiastically. found work too much and so ended up dropping course, intending to pick it up next semester. continued tutoring for a while, but lost interest as semester progressed.

TUTOR	TUTEE	SUBJECT	# HOURS	DATES	COMMENTS
14. Pasquale Ferraro	Mabel Ruscitti	chem 201	14.5	8/9-17/11	-met 2x/wk. problem-solving mechanisms. took course before but dropped it. finds it a heavy load. good chem. background. switched from a french CEGEP in Jan'82/ Spanish is mother congue. has some problems communicating. 66% on unit1.11-45%.111-10%. having trouble in physics too.
	Lisa Brown	Cal 1	7	29/9-8/11	-aimed for a 75-80%. switching from 020 to 060 (eng.) next semester but she is doing well in her courses. 75% on 1st test w. careless errors. she got 80% on 2nd. final grade - 85%
	Nadia Alberton	C 1	4	10/9-5/11	-good student who needed occasional help. 89% on first assignment and 94% on 1st test.
			25.5		
15. Paul Fortier	Donna Jones	Cal 1	31	20/9-2/12	-weak background in math. but motivated and well organized. wanted a pass in course. got 77% on first two test 100% on assigmment.
16. Tony Gentilcore (see Lorrie Moutran)	Heidi Liu	Eng	1.5	22/11	-in same class in Engl. met to discuss how to improve her essay.
	Kosta Tsotroudis	Cal 1	8.5	10/9-19/11	-repeating cal 1. tutored unsuccessfully in W'82- not a good relationship with tutor. earned 63, 90 and 75% in class tests this term. motivated. seeks help before test.
	Nancy Wilson	Cal 1	4	17/11-1/12	-met late in semester.did well-88% on 3rd test.
(see also Marta Fasiolo)	Dana Friend	Cal 1	18.5	10/9-3.12	-poor comp. of word problems. weak read skills. poor reasoning skills.99% on 1st test.55% on 2nd. lack of interest in math. not as diligent in 2nd part of semester failed 3rd test.
			32.5		

TUTOR	TUTEE	SUBJECT	# HOURS	DATES	COMMENTS
17. Christine Gravel	Julie Body	French	4.5	26/10-24/11	-met irregularly usually for review or before a test. good atitude throughout. tests-82.5, 4.5/5,84/100.
	Sandra Wyngnert	French IV	5	28/10-2/12	-worked on vocabulary exercises-synonyms, etc. tenses. improved over the semester. before tutoring:21/50-once tutoring began - 36/50.
	Jill Iannacci	French	8	29/9-24/11	-failing course when tutoring began. felt she had good study habits. marks improved form 66.5 to 70's and 80's. began to find the right def. of words. She became much more proficient.
	Charmayne Layne	French III	16	7/10-24/11	-highly motivated. marks were in the 80-90 range after tutoring began.
			33.5		
18. Sheila Jabalpurwala	Dean Whitelaw (referred by T. Brennan)	Eng. Comp II	5	15/11-8/12	-was repeating course and needed help in organization applied for tutoring late in semester. marks jumped from 30-40% to 60-70%.
(see Kim Simmonds)	Earl Henry	Linear Alg.	12.5	17/9-17/12	-needed help deciphering class notes. not very motivated too many outside interests. test 1-52%, 2-60%. 3 - met just before test-was not doing much work at home.
	Frank Krumme (referred by Ann Kew)	Cal 103 Chem 112 Physics 111	13	16/9-9/12	-class tests 80-90%. 14/15 on labs. had no self-confidence it appeared.
			30.5		
19. Marianne Jacob	Salim Khan	Poetry	6	8/10-19/11	-as English is not his first language, he needed some help getting beyond the literal level and abstracting from words and symbols. was very busy and so met infrequently
	Glenn Martin	German	12	14/9-19/11	-tends to be totally disorganized & pays little attention to studying. when he does study, gets av. grades (72%) b-t most often no study - failure.
(see Philippe Drouet	Anouchka Bayard	Humanities	7	13/9-19/11	-needed someone to discuss the material from class. felt she knew nothing but was really well prepared. hard-working.

TUTOR	TUTEE	SUBJECT	# HOURS	DATES	COMMENTS
20. Christine Jagiello	Lia Novello	Physics 111	9.5	27/9-29/11	-sessions were question periods. tutee was a hard worker on own. had good study skills needed to have confidence built up. got 80% average. was failing before tutoring began.
	James Moffat	Physics 101	9	27/10-7/12	-poor problem-solving ability. but good study habits, attitude, background in area. gained in confidence. les shy. 65%-1st test. average mark 75-80 with tutoring.
	Joyce Ng	Cal I	17	13/9-9/12	-easily discouraged. used self-instructions to overcome this. was diligent. studied hard. trouble understanding notes etc. became more confident. 1st test 70% test 2- 79%. test 3-65%.
			35.5		
21. Tom James	Majorie Day	Math 101	3	9/11-29/11	-began late in the semester and so both were too busy to establish a really good programme ended up going over assignments.
	Steve Kennedy	Cal II	9	20/9-3/11	-failed Cal I & so did not want tohave to repeat Cal II as well. (got 80% in Cal I 2nd time around). 60% assignl 75%, asign. 2. test 1-40%, test 2-86%.seemed prepared but was not able to perform well on tests. stopped the tutoring. going to see teacher.
(see also Maryse Roussel)	Suzie Pasklewitz	Math 101	4.5	17/10-2/11	-wanted more free time for other studies and so decided not to continue.
	Christine Lebel	Fortran	4.5	5/10-13/12	-wanted help with labs. got 60% on 1st test. 52% on 2nd.
	Mindy Bhatti	Acct II	9	16/9-8/12	-was tutored in Acct II in previous semester & failed did not put enough work into course then or now. poorly org. messy notes. math in 60-50 range. poorly prepared for that.
22. David Kelley	Donna Miller	Eng.	8	29/10-26/11	-was self-referred for help in English poor comprehension poor comprehension of short stories and poor writing skills. no sense of structure. did not take writing tests, etc . somewhat disinterested.

TUTOR	TUTEE	SUBJECT	# HOURS	DATES	COMMENTS
	Carolyn	Psych	1	1/9	-seemed disintersted and disorganized. only met once.
	Ken Leeshanok	Eng.	14	10/9-26/11	-always a week late with assigns. etc. needed help coping with workload. gained confidence and opened up a sense of sturcture appeared in this writing skills, too 80% on last essay.
	Michelle Jones	Eng.	3	25/10-22/11	-needed help with accumulating ideas for an essay. no attempt made to write a rough copy or to edit a draft.
			25		
23. Sonny Kiang	Kenny Paes	Cal II	13	9/9-26/11	-got 80% in Cal I wanted 75% in Cal II. weak background weak backgroung in alg.. class tests, quizzes, 10/20 8/20,16/20.,7.5/20. test 70% &88%. motivated- hard worker who somecareless errors.
	David Zambon	Acctl	5	22/9-5/11	-intensive catch-up in Sept. as david missed a week of classes. got 75% on 1st test. 78% on 2nd. doing well neede no further help.
	Martine Vocelle (changed from 020 to 040 Sept '82)	Cal II	7	13/9-12.11	- weak background in Cal I. confusing terms from Science Cal and Business Cal. skipped classes. found math boring tutor felt she could do well but she would not adhere to contract to attend classes and do meth work. dropped tutoring.
			25		
24. Duncan Lamplugh	John Markauskas	Chem 201	4	24/9-12/11	-seemed not to be having any problems. met only occasionally for assistance. is a procrastinator and this interfers most with his work. not enough effort.
	Dany Lessard	Chem 201	12	12/10-7/12	-class test. 77%. 20%. 73%. works hard. keeps up to date. did problems on her own. the 2nd test result was because of an incorrect procedure used on Acids & Buffers cleared up other test.
	Gina Ferrus	Chem 111	12.5	7/10-2/12	-mature student needed background review for chem. at beginning of semester she seemed to pick up info slowly, but she progressed nicely over semester. diligent worked hard quiz 100% unit test 78%.
			28.5		

TUTOR	TUTEE	SUBJECT	# HOURS	DATES	COMMENTS
25. Ronny Lowenstein	Linda Faraci	Humanities	2	5/10	-needed clarification on notes form class in preparation for assign 1 in mass media (propaganda).
	Kim Van Duong	English	1	13/10	-worked on English assignment. no need of further help.
	Sofia Ialenti (referred by Martin Bowman)	English	6	1/11-1/12	-saw substantial progress once the duration of the tutoring. Tutor obviously gave her confidence in herself and pushed her. more active/less passive during sessions and also in class.
	Ricardo Dager	English	15	20/9-1/12	-self-referred. wanted to improve in English 211. worked hard with the tutor and made substantial progress-till he ended up top of his class. seems motivated and enthusiastic. lang. problems are the result of his relatively short acquaintance with English.
			24		
26. Rita Lembo	Terry Joyce	Italian & French	25	8/9-8/12	-needed help in pronunciation of certain words. learning of endings. guidance in studying and comprehending in the two languages.
27. John Lewis (see Jennifer Agnew)	Anne-Marie Malard	Physics 101	11.5	23/9-9/12	-1st semester student. needed some help in problem-solving was a very good tutee overall. 92-1st test. 89%-test 2.
	Monica Pundzius	Physics & Chem 101	7	1/10-6/11	-failed 1st physics test. came for help after that. problems intimidated her. decided not to follow UIU-was dropping out of the programme-attendence was erratic for the tutoring sessions.
	Arnold VandenHoeven	Physics 101	8.5	21/9-9/12	-failed 1st test. wanted to do well. worked on problem-solving techniques. questioned all that tutor said. became more careful with work. wanted to continue the sessions even though he was doing well.
			27		

TUTOR	TUTEE	SUBJECT	# HOURS	DATES	COMMENTS
28. Kim MacNicoll	Brian Mapper	Cal II	16	9/9-22/11	-test marks - 75%, 60%. assign. 28/35, 12/15, 7/10. -goal 70% in course. works hard but easily frustrated. seems to be progressing although he has little confidence in himself.
	Freny Darwalla	Cal II	7	9/9-18/11	-in same class as tutor. agreed to meet once a week. 60% in 101 & 82% in Cal I. good background.
	Elizabeth DiMinno				-test marks - 86.5%, 72%, 20/20. works slowly.
	Johane Patrinostro	Acct I	2.5	27/10-28/10	-wanted tutoring before an exam-mainly review. Johanne was quite confident and so only met once. Elizabeth had trouble understanding previous work. got 86% & 58% on tests respectively. This was better than previous marks of 68% and 37%, though. Neither returned for tutoring.
			25.5		
29. Lorrie Moutran	Kim Reeve	Chem 101	18	19/10-4/12	-needed someone to explain the teacher's notes. began with positive attitude but got discouraged with repeated failure. tutor feels she can pass final though.
	Jamie Mckeever	French	4	26/9-11/11	-wanted help with assignments so only met occasionally. had a good attitude overall.
	Kosta Tsotroudis	English	2	13/9-20/9	-never showed up again. seemed content without tutoring.
	Danny Madden	Cal I	1	20/9	-only met once. took Lorrie's book to work on own. seems to be doing well.
			25		
30. Lily Bordozi	Linda Rose	French	26.5	15/9-6/12	-class tests-88%,77%,94%. 68%, 57%,87%,90%. shy about speaking. poor vocabulary skills. generally well organized and hard working.
31. Joyce Neilsen	Elaine Francis	Stats.	24	26/9-10/12	-test 76%. had problems in basic math but improved over the 24 hrs. tutor was in same class.
	Nancy Johnson & Janet Luttrell	Stats.	1	27/10	-met for review before test. only had time to meet once.
			25		

TUTOR	TUTEE	SUBJECT	# HRS	DATES	COMMENTS
12. Neena Parbhakar	Gilbert Riverin	Cal I	13	27/9-6/12	-test 1-84%; test 2-72%;somewhat of a procrastinator and needed help learning to use time and organize notes. seemed to improve somewhat over term in these areas generally bright. good rapport.
	Anke Roth	Cal II	7	22/9-8/12	-repeating Cal II. org. test - 69%,56%.assigns -76%, 91%, 80%, 70%. gives up when does not understand something immediately. met erratically over the period.
	Jill Bureau	Chem 201	6	20/9-25/11	-met irregularly before exams. tried to help. Jill get organized & stop procrastinating.
	Marina Schneider	Chem 101	3	9/9-23/9	-felt insecure about 1st semester at CEGEP but she soon improved dramatically and stopped the tutoring voluntarily.
			29		
13. Sam Benda	Pascal Toma	English	1	22/10	-go over essay for class & polish it.
	Kathryn Ann Roberts	Chem 101	17	16/9-28/10	-no background in subject area. seems motivated. got 72% on theory tests.should have final mark of 75%. needs work on time management. Barely passing labs.
	Tina Taddeo	Cal II	2	9/9-12/11	-impromptu sessions for review. all is well.
	Cathy Warren	Cal II	8	8/9-22/9	-well motivated tutee. wanted to catch up and go beyond class as she was going away for 10 days. dropped course upon return. felt there was too much work to do.
			28		
14. Maryse Hounsel	Lori Intini Inso Konstantonis	Acct I Acct I	1 1	22/9	-joint session review before 1st test.
	Christine Stemaega	Acct I	1		-met once. she dropped course and never returned for tutoring.
	Caroline Leroux	English	1	28/10	-was referred by teacher. only attended one session.
	Caroline de Leewin (referred by R. Wright)	Acct I	3	23/9-6/10	-referred by teacher. had poor attitude from the start and so she dropped the course,too involved with the soccer team to have time for homework.

TUTOR	TUTEE	SUBJECT	# HOURS	DATES	COMMENTS
(see Tom James)	Suzie Paszkawiecz	Acct 1	5	21/10-12/11	-only met at end if she had problems. neede the extra explanations to understand. asked questions freely. felt she benefitted from the sessions.
	Cathy Dixon	Acct 1	9	11/11-29/11	-was behind her class and wanted to catch up. had poor study habits. tutor worked on these and seemingly this had a positive effect on her. she began to review herself and come to the sessions prepared to work.
	John Villaplana (referred by Daria Hackett)	English	5 26	19/10-23/11	-were in same English class. met to review the book used for comp II and learn to write essays about it. enthusiastic but insecure. needs to read more.
15. Sharon Runciman	Mike Murrell	Acct 1	1	18/10	-started tutoring late. tutee dropped course.
	Jane Fortune	Acct 1	8	5/11-8/12	-needed someone to help her learn the concepts. was co-operative. good study skills. made substantial progress.
	Betty Perry	Acct. 1	9	21/9-7/12	-poor study habits overall. did not do work at home. had poor basis in concepts but did little to try to learn them.
	Lucy Ranieri (S. Hebert referred)	English	3 21	22/11-6/12	-difficult tutee.comes unprepared. has off-hand attitude negative towards tutor.
16. Maria Salvo	Peter O'Connor	Acct 1	14	1/10-26/11	-met once-twice a week. expected to read text and appear with questions. poor study habits.
	Frank Camuccio	Acct 1	3	21/9-30/9	-dropped course with intention of taking it in summer but wanted to audit the course during term.
	Durga Chaudhuri	Acct 1	5	4/11-25/11	-needed review before test and as the two were in the same class they worked together.
	Alison Dufresne	Acct 1	2	25/11-26/11	-felt she only needed review before test. tutee felt she only needed review but tutor felt that she had a poor grasp of the material and needed intensive work-which she never requested.

TUTOR	TUTEE	SUBJECT	# HOURS	DATES	COMMENTS
	Daniela de Santis	Italian	2 26	21/9	-missed class and wanted to review-missed work.
17. Kim Simmonds	Diane Moquin	Chem 111	3	2/11-22/11	-began tutoring late in semester, after twice failed test-56%-.passed test after tutoring-62%- but seemed disinterested and convinced of failure. 01G student taking chem.
(see also Graham Whyte)	Debbie Bedard	Cal 11	16.5	7/9-7/12	-began after Graham finished tutoring. got 80% on test #2. 19/20 av. on assign. confidence was built up through tutoring. seemed more prepared and less anxious definitely more positive
(see Sheila Jabaporwala)	Earl Henry	Cal 11	14.5	10/9-2/12	-erratic attendence and extra curricular affairs interfered initially. last 5 wks of the term he started attending the sessions, doing problems, etc.some progress but not enough.
(see Nathalie Delombaerde)	Bryan Farley	Cal 11	3 37	21/9-5/10	-needed a boost tohis confidence but faring okay on own.
18. Lorraine St. Germain	Ingrid Caro	Cal 1	12	14/9-23/11	-1st test 23/25. 2-21/25. seemed to understand concepts but had poor study habits. messy notes. the results on 1st test motivated her to continue.
(see Sophie Bourbeau)	Nathalie Bacha	Cal 1	5	29/9-27/10	-only met when there was a need for review or help with an assignment. was not very motivated. poor study habits. disorganized notes. resistance to change. outside job more important.
	Donna Koussaya	Cal 1	16 33	1/10	-poor study habits. wanted to improve them. scored 22/25 on test 1;2-18/25. worked hard thoughout the semester.
19. Kim Lassy	Carol Hawthorne	Philosophy	5	8/9-29/9	-had trouble with course and so dropped it even though she had 8/10 on assignment #1.

TUTOR	TUTEE	SUBJECT	# HRS	DATES	COMMENTS
(see Karen Bleakley)	Christina Ng	English	3.5	3/11-24/11	-1st tutor finished the tutoring and so Kim picked her up for end of term help. worked well together as they know each other from before.
	Tom Seaman	Child Psych	5	30/9-20/10	-tutor gave help when requested but tutee was able to cope on own. did perfect with RAM note method, though. 79% on test 1 after five weeks called tutor again as he had failed test #2-58%.
	Tony Bedard	Ab Psych	5	9/9-18/12	-expected a 70% with tutoring. ended up with 85%.
	Sherry Tassy	Ab Psych	9	4/10-25/11	-good student. wanted a 90% in course. sibling relationship worked out. 94% on test 1 199% on test 2.
			27.5		
40. Pascal Toma	Monica Palitza	Cal 1	14	24/9-7/12	-62% on 1st test. 88%. 99%. teach did not assign problems and so she fell behind. worked hard in last part of the semester, though needed tutors' push to begin working. seemed to understand and was well prepared.
	Tracey Harding	Pre-Cal 311 & French	11.5	3/9-9/12	-needed help understanding theory. tutor tried to organize her study habits, too. went from confusion to being the best student in the math class. test 1-77% 2-85%, 3-95%. assign. 89%,95%, 98%. needed help getting back in the groove of studying. out of school for 2 yrs.
	Nathalie Palfreeman	Physics 301	18.5	14/9-7/12	-overall good student. neede help with teacher explanations. tests-1-75%,2-80%, 3-85%. improved study habits as a result of tutor prodding. generally good student confident o ability.
	Delphine Bibet	Chem 101	21	10/9-7/12	-weak H.S. background in chem also E.S.L. student, tests-42%, 70%, 85%. hard worker. diligent and dedicated but English problems interfere.
			65		

TUTOR	TUTEE	SUBJECT	# HOURS	DATES	COMMENTS
41. Kosta Tsotroudis	Edna Kitchen	Intro. to Bus	11	16/9-3/11	-understanding of basic concepts was missing. no real understanding of English as she came from an Indian reserve. Mature student with 2 children. 2 tests in high 80's. though.
	Ronny Lauenstein	Consumer Credit	5	11/9-27/10	-pre-test help and assistance with assignments. weakness in mathematic concepts. test 1-100% test 2-90%.
	Karen Bleakley	Macro Ec	1	18/10	-help with assignment
(see also Christine Jagiello)	Joyce Ng	Intro to Ec	6	1/11-27/11	-need help with specific concepts. did well on assignments 100% on 2 & 85% on 1.
			23		
42. Robin Vailleat	Karen Deegan	French	27	15/9-29/10	-class test- 48%, 65%, 80%, 70%. was going to drop the course but seemed motivated to persevere any-way. worked at tutor's house.
43. Graham Whyte	Debbie Bedard	Cal II	7	13/9-5/10	-makes careless errors. personality conflict with tutor. unsure of her ability. 62% in course. seems to not do problems on own.
	Sonya Comperon	Cal II	17	3/9-1/12-	-wanted an 85-90% in course. ass. 10/10, 10/10. test 1 68%. missing basics form cal I. careless mistakes on test.
			24		

BREAKDOWN OF SUBJECTS TUTORED IN STUDENT LEARNING CENTRE WINTER 1982

COURSE		# PEOPLE REQUESTED	# NOT TUTORED
Accounting	I	5	0
Accounting	II	11	0
Biology		1	0
Calculus	I	20	4
Calculus	II	24	3
Chemistry	101	8	1
Chemistry	111	1	0
Chemistry	201	5	2
Data		3	0
Economics		2	1
English Comp.		16	1
English Lit.		3	0
English - Reading		2	0
French		5	0
German		5	0
Spanish		2	1
Math - Applied		3	3
Math - Linear Algebra		2	0
Math - Topics		4	2
Math - Misc.		6	3
Physics	101	7	1
Physics	111	1	0
Physics	201	1	1
Physics	301	3	0
Study Skills		4	0
TOTAL		144	23

APPENDIX F

TUTOR AND TUTEE EVALUATION FORMS

Champlain

CHAMPLAIN REGIONAL COLLEGE
ST. LAMBERT - LONGUEUIL CAMPUS
00 Riverside Drive, St. Lambert,
Quebec J4P 3P2
Tel.: (514 672-7360

SLC COURSE EVALUATION

The questions below deal with your perceptions of the course "To teach is to learn" as it is presently structured. Please answer each question as fully and as honestly as possible. Your feedback aids in the restructuring of the course.

Preparation for Tutoring

1. How adequate were the training sessions? Was the information presented useful to you when you were planning your actual tutoring sessions? Please comment.

2. Was the overall introduction to the physical organization of the SLC useful or did you find that you had to start from the beginning once you began your tutoring?

3. Was the Addendum useful to you when you were planning your tutoring? How could it be improved?

4. Were the video-cassettes useful in presenting overviews of the do's and don'ts of tutoring? How could they be improved?

5. How useful is the assignment in orientating you to tutoring and to available materials in the SLC?
   Would you suggest that it be maintained as an integral part of the course? How could it be modified?

Supervision

6. Were the weekly meetings with me useful to you in developing your tutoring sessions? Why or why not?

7. Would it have been useful to you if I had been present during an actual tutoring session? Why?

Learning Centre

8. How adequate are the resources in the SLC? List any recommendations you have for additional materials, restructuring, etc.

9. What comments would you make about the physical setting of the SLC?

10. How has the assistant in the SLC been of help to you in eg: finding materials for your tutoring? informing you of absentees? when necessary, in duplicating any course material or typing letters etc?

Could her position be improved in any way in order to help you more?

Comments on Tutoring

In a brief paragraph, please describe the positive and negative aspects of the tutoring and of the course. Include any comments or suggestions that you might offer to improve the quality of the service to the tutees as well as the value of the experience to tutors. Thank you.

SW/mds

Champlain

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STUDENT LEARNING CENTRE

TUTEE'S QUESTIONNAIRE

To the Tutee:

In our efforts to continually up-grade the quality of the service offered to you in the Student Learning Centre, (SLC), we request your feedback, both positive and negative. Please answer all questions below as honestly as possible. Thank you.

P.S. This can be anonymous if you wish.

Tutee:______________________________

Tutor:______________________________

No. of hours tutored:__________ Subject:____________________________

1. How did you learn about the SLC?

2.a) Was the tutoring helpful to you in improving your ability in the subject(s) in which you received help?

Circle one. yes no

b) If you answered "yes" above, please briefly describe how relevant the tutoring was. For example, were you failing the course before you were tutored, and now are passing? Have your grades improved in that course? If you answered "no", please describe why it was not effective.

3. Did the tutoring help you to improve your study skills, reading skills or writing skills? If so, briefly describe how your skills in any of these areas have been improved. Have you been able to use any of your modified skills in courses other than the one you were tutored in?

4. Have you been tutored in the SLC before? If yes, please list the subject area and the approximate number of hours you were tutored in previous terms.

5. Would you request tutoring in the SLC in the future?

6. Would you recommend this tutoring to your friends?

7. Would you consider tutoring someone yourself? If so, in which subject area?

8. Do you feel that your attitude towards school or yourself, as a student, has changed as a result of the tutoring? Please explain.

9. What suggestions can you offer to make the SLC more effective?

/mds

Champlain

CHAMPLAIN REGIONAL COLLEGE
ST LAMBERT-LONGUEUIL CAMPUS
900 Riverside Drive
St Lambert Québec
J4P 3P2
Tel (514) 672-7360

LETTER TO TUTOR
APRIL 1983

Dear

While you were a student at Champlain-St. Lambert you were enrolled in the course entitled " To teach is to learn: academic tutoring in theory and practice." I have received another government grant for the year 1982-1983 and as part of it I am attempting to find out if there are any long-term effects of tutoring for either tutors or tutees.

I would, therefore, very much appreciate your feedback on your tutoring experiences. On the attached sheet I have listed 6 questions which cover some of the aspects of tutoring that I consider important. (There may be others which I have omitted, that you are free to add).

Please answer the questions and return the sheet to me by May 7, 1983 at Champlain. I have enclosed an envelope addressed to me for your convenience.

Thank you for your co-operation. I hope that all is going well for you.

Affectionately,

Susan

Susan Woodruff

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enc.

TUTOR QUESTIONNAIRE

NAME____

SEMESTER IN WHICH YOU TUTORED____________________

SUBJECT(S) TUTORED____

1. Why did you become involved in the tutoring programme initially? (Please be honest - even if early registration was the key!)

2. What expectations did you have for the tutoring? Do you think that you achieved your personal and/or academic goals as a result of the tutoring?

2b. What academic benefit, if any, did you derive from the tutoring, in the semester you tutored and in later years? Do you believe in the motto " To teach is to learn" ?

3. Did the tutoring help you to change your view of yourself? Did you learn anything about your ability to organize material, to communicate ideas, etc., as a result of the tutoring? Please be specific.

4. Did you enjoy your experience as a tutor? Would you recommend it as an activity to others?

5. Did your experience as a tutor have any impact or influence on your career choice?

Champlain
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Tel.: (514) 672-7360

LETTER TO TUTEE
APRIL 1983

Dear [illegible]

While you were a student at Champlain-St. Lambert you were tutored by one of the tutors in the Student Learning Centre. I have received another government grant for the year 1982-1983 and as part of it I am attempting to find out if there are any long-term effects of tutoring for either tutors or tutees.

I would, therefore, very much appreciate your feedback on your tutoring experiences. On the attached sheet I have listed 6 questions which cover some of the aspects of tutoring that I consider important. (There may be others which I have omitted, that you are free to add).

Please answer the questions and return the sheet to me by May 7, 1983 at Champlain. I have enclosed an envelope addressed to me for your convenience.

Thank you for your co-operation. I hope that all is going well for you.

Sincerely,

Susan Woodruff

Susan Woodruff

lk
enc.

TUTEE QUESTIONNAIRE

NAME____

SEMESTER TUTORED____________________

SUBJECT(S)____

1. Why did you request tutoring?

2. Did the tutoring you received meet the academic objectives you had set for yourself? Why or why not?

3. Were there any other benefits from the tutoring such as a new friendship or a renewed interest in the subject area, etc? Be specific.

4. Did tutoring help you to change your view of yourself? Did you learn anything about how to learn or how to organize your study time as a result of the tutoring?

5. In summary, did you find the tutoring a useful and enjoyable experience? Would you recommend it to others?

6. Did tutoring have any long-term effects on you either academically or in a career sense?

APPENDIX G

Table 3	Treatment variables and possible combinations by Treatment Group, Fall 1979 and Winter 1980.
Table 4	Subjects by Treatment Groups according to number selected, number with complete test results, and by gender, Fall 1979 and Winter 1980.

TABLE 3

Treatment Variables and Possible Combinations by Treatment Groups,
Fall 1979 and Winter 1980

Treatment Variables	Groups				
	Group 1	Group 2	Group 3	Group 4 College	Group 5
	Composition	Literature	Reading Efficiency	Reading Project	Tutees
Class Hours	45	45	45	90 +	45
Tutoring--High School				8 hrs.	
Tutoring--in Student Learning Centre					+ >3 hrs.
Basic Grammar	*				✓
Structured Writing Skills	*				✓
Writing Assignments	*	*	*	*	✓
Reading Skills			*	*	✓
Reading Requirements		*	*	*	✓
Literary Analysis		*			✓
Study Skills			*	*	✓
Study Skills Integrated with Content				*	*
Self-Monitoring of Study Habits				*	✓
Outside Assistance with Application of Study Skills				*	*

NOTE: ✓ indicates the possible inclusion of this treatment in the tutoring programme.

TABLE 4

Subjects by Treatment Group as Originally Selected,
Those Appearing for Post-Tests, by Gender, Fall and Winter 1979, 1980

Group	Selected Subjects				Subjects with Pre Post Data		
	Total		M	F	Total	M	F
1 Composition	Fall	39	19	20	28	12	16
	Winter	43	20	23	21	8	13
2 Literature	Fall	30	16	14	20	13	7
	Winter	34	20	14	18	4	14
3 Reading Efficiency	Fall	25	11	14	14	8	6
	Winter	19	10	9	9	6	3
4 College Reading Programme	Fall	22	12	10	17	9	8
	Winter	58	32	26	54	30	24
5 Tutees	Fall	58	33	25	26	12	14
	Winter	48	18	30	36	13	23
Language Skills	Fall	--	--	--	--	4	4
	Winter					7	4
Mathematics	Fall					4	7
	Winter					3	11
Science	Fall					4	3
	Winter					3	8

APPENDIX H

Test Results, Tables of Means for Population Data 1979-1982 and 1979 Alone

Table 5	Placement Tests Administered 1979-1982 indicating numbers of students sitting for tests.
Table 6	Table of means for Study Habits Checklist, by programme and by gender, 1979-1982.
Table 7	Table of means for Self-concept scale, by gender by programme and by year, 1979-1981.
Table 8	Table of means for results on the College English Placement Test, by programme and by gender, 1979-1981.
Table 9	Test measures from 1979 which have been correlated at the .05 level of significance.
Table 10	Mean score, mean percentile rnak, where applicable, and standard deviation, for males and females tested in May 1979 on all test variables.
Table 11	Mean score and standard deviation on the D.R.T., C.E.P.T., Essay and Self-concept scale by programme of study in 1979.
Table 12	Mean score and deviation on the Study Habits Checklist and scales 1, 3 and 4 on the SSHA by programme, Fall 1979.

TABLE 5

Placement Tests Administered 1979-1982
Indicating Numbers of Students Sitting for the Tests

Tests	Year			
	1979 n	1980 n	1981 n	1982 n
Diagnostic Reading Test (D.R.T.)	817	802	1024	835
College English Placement Test (C.E.P.T.)	795	823	1053	---
Essay	832	823	1020	835
Study Habits Checklist (S.H.C.)	885	839	1032	835
Survey of Study Habits and Attitudes (SSHA)	885	---	----	---
Self-Concept Scale (SCS)	884	793	134	---

TABLE 6

Results of The Study Habits Checklist by Programme and Gender--1979-1982

	Programme	Sex	1979		1980		1981		1982	
			n	$\bar{X}$	n	$\bar{X}$	n	$\bar{X}$	n	$\bar{X}$
010	Health Sciences	m	42	97.45	29	105.51	34	102.11	27	103.03
		f	76	104.06	72	106.06	69	110.34	35	113.14
020	Pure and Applied Sciences	m	126	96.65	76	95.13	113	97.17	96	99.92
		f	26	102.03	31	107.58	31	104.74	28	108.10
030	Social Sciences	m	100	94.72	99	97.12	126	95.52	107	99.13
		f	158	100.39	174	102.54	179	103.22	172	106.94
040	Commerce	m	69	94.11	89	99.95	116	98.06	59	96.98
		f	48	102.22	45	108.00	67	100.00	83	103.44
050	Creative Arts	m	9	74.77	8	107.62	28	96.96	9	99.66
		f	21	89.09	24	106.04	37	98.37	28	105.82
060	Language & Literature	m	1	93.00	3	87.66	2	96.50	5	97.60
		f	22	103.31	17	103.47	22	107.41	19	104.94
070	General	m	---	------	2	99.50	---	------	---	------
		f	1	89.00	3	108.33	3	94.33	---	------
410	Business Administration	m	26	98.42	23	103.13	30	91.46	12	92.66
		f	28	95.60	26	105.03	43	105.72	43	103.00
412	Secretarial Science	m	---	------	---	------	---	------	---	------
		f	65	104.94	51	100.19	58	97.98	44	103.95
420	Data Processing	m	21	90.90	2	116.00	25	93.88	18	94.66
		f	36	98.25	9	103.88	32	106.40	37	104.50
511	Fine Arts	m	4	89.75	26	98.50	6	94.00	6	102.66
		f	8	98.37	26	104.30	10	102.10	7	109.28

TABLE 7

Table of Means for Results on The Self-Concept--NOW Scale, by Gender, by Programme of Study and by Year

	Programme	Sex	1979		1980		1981	
			n	$\bar{X}$	n	$\bar{X}$	n	$\bar{X}$
010	Health Sciences	m	42	92.38	28	97.91	3	91.00
		f	76	97.47	69	97.79	3	100.00
020	Pure and Applied Sciences	m	125	96.53	71	96.49	9	96.11
		f	26	97.38	30	94.56	--	------
030	Social Sciences	m	100	94.62	96	94.27	38	92.23
		f	158	97.26	166	96.42	43	96.00
040	Commerce	m	69	94.71	82	95.45	27	94.00
		f	48	94.70	39	97.30	11	92.63
050	Creative Arts	m	9	86.44	8	91.25	--	------
		f	21	89.23	24	98.62	--	------
060	Language & Literature	m	1	89.00	3	92.66	--	------
		f	22	98.95	17	99.29	--	------
070	General	m	---	-----	2	103.50	--	------
		f	1	82.00	3	94.66	--	------
410	Business Administration	m	26	94.65	23	92.47	--	------
		f	28	93.89	25	97.64	--	------
412	Secretarial Science	m	---	-----	---	------	--	------
		f	65	93.44	47	94.12	--	------
420	Data Processing	m	21	90.95	2	99.50	--	------
		f	36	92.94	7	90.85	--	------
511	Fine Arts	m	4	92.75	25	93.72	--	------
		f	8	95.50	22	96.77	--	------

TABLE B

Table of Means for Results on The College English Placement Test, by Programme and Gender--1979-1981

Programme	Sex	1979		1980		1981	
		n	$\bar{X}$	n	$\bar{X}$	n	$\bar{X}$
010	m	35	47.31	28	53.50	35	50.80
	f	67	51.23	72	63.05	68	60.07
020	m	111	55.74	74	56.66	114	55.92
	f	25	60.68	30	61.96	31	62.41
030	m	94	45.52	98	47.04	130	45.03
	f	149	51.34	171	51.48	186	48.28
040	m	64	49,70	87	49.01	117	43.16
	f	42	55.38	45	55.82	67	51.07
050	m	7	49.42	7	42.71	30	46.93
	f	17	49.47	24	48.08	39	48.43
060	m	1	28.00	3	58.00	2	37.00
	f	17	62.11	16	48.68	23	57.60
070	m	--	-----	2	69.00	---	-----
	f	1	44.00	3	39.33	3	45.00
410	m	25	42.84	23	42.73	30	47.96
	f	23	43.08	26	49.03	43	51.86
412	m	--	-----	---	-----	---	-----
	f	56	42.44	51	41.51	59	42.57
420	m	17	41.52	2	50.00	24	43.33
	f	34	46.52	9	52.00	35	47.82
511	m	4	44.75	26	42.73	6	34.83
	f	8	47.87	22	49.63	10	44.50

TABLE 9

Test Measures from 1979 which have been Correlated at the .05 Level of Significance

		D.R.T.	C.E.P.T.	ESSAY	S.H.C. (Raw)	S.H.C. (Decile)
D.R.T.		-------	0.561*	0.443*	0.068*	0.074*
C.E.P.T.		0.561*	-------	0.461*	0.057*	0.060*
ESSAY		0.443*	0.461*	-------	0.084*	0.087*
S.H.C. (Raw)		0.068*	0.057*	0.084*	-------	
S.H.C. (Decile)		0.074*	0.060*	0.087*		-------
S.S.H.A.						
Scale 1	Delay Avoidance	-0.027	0.020	0.011	0.595*	0.541*
Scale 2	Work Methods	-0.035	0.001	-0.015	-0.0314	-0.039
Scale 3	Study Habits	-0.012	-0.003	0.030	-0.040	-0.036
Scale 4	Teacher Approval	0.121*	0.105*	0.116*	0.251*	0.247*
Scale 5	Education Acceptance	0.105*	0.097*	0.108*	0.470*	0.443*
Scale 6	Study Attitudes	0.126*	0.126*	0.125*	0.393*	0.377*
Scale 7	Study Orientation	0.139*	0.139*	0.139*	0.596*	0.558*
SELF-CONCEPT	NOW	0.141*	0.121*	0.159*	0.417*	0.411*
	IDEAL	0.114*	0.1997*	0.185*	0.007*	0.286*

*p $\leq$ .05

TABLE 10

Mean Score, Mean Percentile Rank, Where Applicable, and Standard Deviation, for Males and Females Tested in May, 1979

Test	n	Max. Score	$\bar{X}$	Percentile Rank	S. D.
D.R.T.	m 392	100	65.20*	-	13.80
	f 425		62.43*	-	14.00
C.E.P.T.	m 357	100	49.19	-	14.14
	f 438		50.00	-	15.84
Essay (catagories 1-4)	m 378	4	2.83*	-	0.89
	f 454		2.99*	-	0.89
S.H.C.	m 397	148	95.09*	44	18.63
	f 488		101.00*	40	18.79
SSHA					
Scale 1 (Delay Avoidance)	m 397	50	20.61*	33	9.20
	f 488		24.56*	47	10.25
Scale 2 (Work Methods)	m	50	27.11	55	8.77
	f		25.94	54	3.99
Scale 3 (Study Habits)	m	100	46.27	45	16.10
	f		69.70	85	6.32
Scale 4 (Teacher Approval)	m	50	25.75*	20	8.51
	f		28.14*	25	8.57
Scale 5 (Education Acceptance)	m	50	25.32*	25	7.42
	f		27.72*	33	7.63
Scale 6 (Study Attitude)	m	100	50.77	20	14.08
	f		55.52	27	14.36
Scale 7 (Study Orientation)	m	200	97.68*	28	27.03
	f		108.06*	40	26.95
Self Concept Scale					
Now	m 396	120	94.57	-	11.56
	f 488		95.70	-	10.94
Ideal	m	120	111.44	-	8.31
	f		111.58	-	10.24
Difference	m	-	16.87	-	11.34
	f		15.87	-	11.18

*p«0.01

Table 11

Mean Score and Standard Deviation on the D.R.T., C.E.P.T., Essay and Self Concept Scale by Programme of Study
May '79

PROGRAMME		DIAGNOSTIC READING TEST			C.E.P.T.			ESSAY			SELF CONCEPT SCALE				
											NOW			IDEAL	
		n	$\bar{X}$	S.D.	n	$\bar{X}$	S.D.	n	$\bar{X}$	S.D.	n	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1.	010	106	64.58	13.48	91	51.01^{c}	17.57	106	2.89	1.05	107	95.91	9.81	113.19^{d}	6.90
2.	020	135	68.78^{a}	15.99	121	57.39^{b,c}	12.47	134	2.97	0.95	137	96.45	11.46	113.40^{d}	9.50
3.	030	195	63.04	11.93	183	51.63^{c}	13.66	186	3.06	0.84	198	96.30	12.88	111.10	10.20
4.	040	106	65.65^{a}	11.56	96	53.38^{b,c}	13.76	97	3.10	0.79	107	94.78	9.48	112.29^{d}	6.55
5.	050	26	55.42^{a}	18.31	22	50.95	12.00	25	3.08	0.99	28	89.75	13.36	112.17	5.49
6.	060	23	60.52	17.97	18	60.22^{b,c}	15.54	19	2.94	0.91	23	98.52	9.92	112.78	5.65
7.	070	1	67.00	-	1	44.00	-	1	3.00	-	1	82.00	-	115.00	-
8.	410	46	61.86	12.02	41	44.07^{b}	13.74	42	2.95	0.85	47	95.27	9.16	111.00	10.32
9.	412	2	56.50	23.33	48	42.65^{c}	13.57	48	2.77	0.66	57	92.98	11.93	107.38^{d}	12.27
10.	420	52	58.94	14.81	47	44.91	16.94	48	2.75	0.88	53	91.94	9.32	111.18	7.73
11.	511	9	65.33	14.05	9	46.88	19.88	9	3.00	0.86	9	94.11	7.59	112.22	6.39

NOTE:

[a] (050) Creative Arts students scored lower than those in (040) Commerce and (020) Pure and Applied.

[b] (410) Business Administration students scored lower than those in (010) Health Science, (020) Pure and Applied Science,(030) Social Science, (040) Commerce, (060) Languages and Literature.

[c] (412) Secretarial Science students scored lower than those in (010) Health Science, (020) Pure and Applied Science, (030) Social Science, (040) Commerce, (060) Languages and Literature.

[d] (412) Secretarial Science students scored lower than those in (010) Health Science, (020) Pure and Applied Science and (040) Commerce.

* $p < .01$

Table 12

Mean Score and Standard Deviation on the Study Habits Checklist and Scales .1, 3 & 4 of the S.S.H.A. by Programme

PROGRAMME	STUDY HABITS CHECKLIST			SURVEY OF STUDY HABITS AND ATTITUDES						
				S.S.H.A. 1			S.S.H.A. 3		S.S.H.A. 4	
	n	$\bar{X}$	S.D.	n	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1. 010	107	101.80^{a}	20.06	107	23.80	10.64	52.08	17.40	26.43	9.39
2. 020	137	96.10	18.35	137	20.78^{b}	8.62	48.46	14.15	27.07	8.66
3. 030	198	97.40	19.81	198	22.15^{b}	9.34	50.73	16.28	28.48^{e}	7.65
4. 040	107	97.55	16.72	107	22.51^{b}	9.31	50.05^{c}	16.15	25.25	8.24
5. 050	28	85.67^{a}	16.90	28	15.99^{b}	8.07	39.78^{c}	14.83	24.10	4.06
6. 060	23	102.86^{a}	15.40	23	23.35	8.37	54.26^{c}	13.83	28.07	7.75
7. 070	1	89	-	1	17.25	-	34.20	-	11.01	-
8. 410	47	97.55	14.83	47	22.91	8.35	51.92	14.65	23.19^{e}	8.90
9. 412	57	104.64^{a}	22.35	57	24.41^{b}	9.58	51.01	17.15	26.68^{e}	9.00
10. 420	53	95.94	19.05	53	23.36^{b}	9.54	50.28	17.14	26.91	10.09
11. 511	9	99.44	19.52	9	22.07	6.90	51.75	11.04	26.06	9.84

May '79

NOTE:

[a] (050) Creative Arts students scored lower than those in (010) Health Science, (060) Languages and Literature, (412) Secretarial Science.

[b] (050) Creative Arts students scored lower than those in (020) Pure and Applied Science, (030) Social Science, (040) Commerce, (412) Secretarial Science, (42) Data Processing.

[c] (050) Creative Arts students scored lower than (010) Helath Science, (040) Commerce, (060) Languages and Literature.

[d] (410) Business Administration students scored lower than (030) Social Science and (412) Secretarial Science.

* $p < .01$

APPENDIX I

Tables of means for significant interactions
Experimental and control groups combined, Fall and Winter Semesters.

Table 13	Table of means for Study Habits Checklist, Raw score, group x gender x pre-post interaction, Fall semester.
Table 14	Table of means for Study Habits Checklist, Raw score, group x pre-post interaction, Winter semester.
Table 15	Table of means for Study Habits Checklist, Decile score, group x gender x pre-post interaction Fall semester.
Table 16	Table of means for Study Habits Checklist, Decile score, group x gender x pre-post interaction Winter semester.
Table 17	Table of means for the SSHA, Delay Avoidance, group x gender xper-post interaction, Fall semester.
Table 18	Table of means for SSHA, Work Methods, group x gender x per-post interaction, Fall Semester.
Table 19	Table of means for SSHA, Study Habits, group x gender x pre-post interaction, Fall semester.
Table 20	Table of means for SSHA, Teacher Approval, group x gender x pre-post interaction, Fall semester.
Table 21	Table of means for SSHA, Education Acceptance, group x gender x pre-post interaction, Fall semester.
Table 22	Table of means for SSHA, Study Attitudes, group x gender x pre-post interaction, Fall semester.
Table 23	Table of means for SSHA, Study Orientation, group x gender x pre-post interaction, Fall semester.

APPENDIX I

List of figures

Figure 7 Significant differences by group, pre-post treatment on the Study Habits Checklist, raw and decile score, Fall and Winter semesters

Figure 8 Significant differences by gender and by group, pre-post testing, on the Survey of Study habits and Attitudes, Scales 1, 2, and 3 Fall semester

Figure 9 Significant differences, by group, pre-post measures, on the Survey of Study Habits and Attitudes, Scale 4 Scale 5, Scale 6 and Scale 7, Fall semester

Table 13

Table of Means for Study Habits Checklist, Raw Score, Group x Gender x Pre-Post Interaction, Fall Semester

	Group 1	Group 2	Group 3	Group 4	Group 5
Pre Male	93.75	94.30	96.13	88.00	92.33
Pre Female	104.81	110.00	87.50	88.13	97.50
Post Male	90.00	102.78	103.38	115.55	100.08
Post Female	98.81	114.86	104.33	130.13	108.43

Table 14

Table of Means for Study Habits Checklist, Raw Score, Group x Gender x Pre-Post Interaction, Winter Semester

	Group 1	Group 2	Group 3	Group 4	Group 5
Pre Male	91.38	102.25	84.50	92.26	92.38
Pre Female	102.85	107.38	105.66	93.86	105.39
Post Male	90.62	101.50	98.83	107.53	103.38
Post Female	108.54	117.00	102.33	113.00	109.00

Table 15

Table of Means for Study Habits Checklist, Decile Score, Group Score, Group x Gender x Pre-Post Interaction, Fall Semester

	Group 1	Group 2	Group 3	Group 4	Group 5
Pre Male	4.17	4.00	4.75	3.33	4.33
Pre Female	4.56	5.14	2.33	1.88	3.64
Post Male	3.92	5.77	5.50	8.22	5.25
Post Female	3.69	6.29	4.17	9.38	5.64

Table 16

Table of Means for Study Habits Checklist, Decile Score, Group x Gender x Pre-Post Interaction, Winter Semester

	Group 1	Group 2	Group 3	Group 4	Group 5
Pre Male	3.38	5.50	3.67	4.17	4.31
Pre Female	4.15	5.14	4.33	3.38	4.83
Post Male	3.75	5.75	4.17	6.87	5.46
Post Female	5.62	7.21	4.00	6.08	5.30

FIGURE 7

Significant Differences by Group, Pre- Post-Treatment, on the Study Habits Checklist, Raw and Decile Score, Fall and Winter Semesters

SIGNIFICANT DIFFERENCES
STUDY HABITS CHECKLIST

Group	Raw		Decile	
	A Fall F(4,95)=11.50,p<.01	B Winter F(4,128)=3.41,p<.01	C Fall F(4,95)= 13.73,p<.01	D Winter F(4,128)= 2.83,p<.05
1 comp.	post lower than group 2		post lower than group 2	
2 lit.	post higher than	pre/post higher than groups 3 & 4	post higher than group 1	gains pre/ post
3 rd. eff.	gains pre/post	pre/post lower than group 2	gains pre/ post	lower pre/ post than groups 2 & 4
4 C.R.P.	higher pre/post than groups 1, 3 & 5. Gains pre/post	gains pre/post but lower than group 2	higher pre/ post than group 1, 3 & 5. Gains pre/post	gains pre/ post
5 tutees	gains pre/post	gains pre/post	gains pre/ post	gains pre/ post

Refer to Figure B

Survey of study habits and attitudes, delay avoidance (Scale 1), work methods (Scale 2), and study habits (Scale 3)

Significant differences were found on these three scales of The Survey of Study Habits and Attitudes in the fall semester only. Figure 3, on the following page, illustrates the groups for which there were significant interactions.

On Scale 1, Delay Avoidance, there was a significant trial x group interaction $(F_{(4,95)}=8.04, p<.01)$ and a marginally significant trial x group x gender interaction $(F_{(4,95)}=2.27, p<.06)$. The table of means for these interactions may be seen in Table 15, Appendix C.

On Scale 2, Work Methods, there was a significant trial x gender interaction $(F_{(1,95)}=6.60, p<.01)$, a significant trial x group interaction $(F_{(4,95)}=12.65, p<.01)$ and a significant trial x gender x group interaction $(F_{(4,95)}=12.65, p<.05)$. The table of means for these interactions may be seen in Appendix C, Table 16.

On cumulative Scale 3, Study Habits, there was a significant trial x group interaction $(F_{(4,95)}=11.75, p<.01)$ and a significant trial x gender x group interaction $(F_{(4,95)}=2.41, p<.05)$. The table of means for this interaction may be seen in Appendix C, Table 17.

FIGURE 3

Significant Differences by Gender by Group, Pre-Post Testing, on The Survey of Study Habits and Attitudes, Scales 1, 2 and 3, Fall Semester

Measure:			Scale 1: Delay Avoidance		
Group:	Comp. Group 1	Lit. Group 2	Rd. Eff. Group 3	C.R.P. Group 4	Tutees Group 5
Trial:			PRE:		
		FEMALES SCORED SIGNIFICANTLY HIGHER THAN:			
	M-gr.1 F-gr.4	M-gr.1,2&5 M&F-gr.3&4	------- -------	------- -------	M-gr.1&5 F gr.4
Trial:			POST:	Gr. 4 higher: M&F-gr.1 M-gr.2&5 pre/post gains	
	------ ------	M&F-gr.1 M-gr.2&5	------- -------		
Measure:			Scale 2: Work Methods		
			PRE:		
	FEMALES HIGHER THAN:		MALES HIGHER:		
	M-gr.4 F-gr.3	M-gr.1&5 F gr.4	M-gr.4 F-gr.3	------- ------- -------	-------- -------- --------
		GR.2 HIGHER: M-gr.4 F-gr.3			
Trial:			POST:		
	FEMALES HIGHER THAN:				
	------	M-gr.1&5 M&F-gr.3		M-gr.1&5 M&F gr.3	M-gr.1&5 gains pre/post
		MALES HIGHER: M-gr.1&5	M&F HIGHER: M-gr.5	M HIGHER: M&F-gr.1 M gr.5 gains pre/post	
Measure:			Scale 3: Study Habits		
			PRE:		
	FEMALES HIGHER THAN:				
	F-gr.4	F-gr.3 M-gr.1,2&5 M&F-gr.4	------- -------	------- -------	F gr.3 M gr.1 M&F gr.4
Trial:			POST:		
	M&F-LOWER POST	-------	-------	gains pre/post	--------
	MALES HIGHER THAN:				
	------	M-gr.1&5	M-gr.5	M-gr.5 F-gr.3 M&F-gr.1	--------
	FEMALES HIGHER THAN:				
	-------	M-gr.2&5 M&F-gr.1&3	-------	M-gr.2&5 M&F-gr.1&3	M-gr.1&5

TABLE 17

Table of Means for SSHA, Delay Avoidance, Group X Gender X Pre-Post Interaction, Fall Semester

	Group 1	Group 2	Group 3	Group 4	Group 5
Pre Male	25.50	39.23	40.38	38.44	39.25
Pre Female	50.31	60.71	35.00	25.63	47.14
Post Male	35.92	45.38	52.50	67.11	35.00
Post Female	41.25	69.14	50.00	69.38	55.00

TABLE 18

Table of Means for SSHA, Work Methods, Group X Gender X Pre-Post Interaction, Fall Semester

	Group 1	Group 2	Group 3	Group 4	Group 5
Pre Male	47.92	61.92	65.00	33.33	46.92
Pre Female	60.44	74.57	38.50	43.50	50.14
Post Male	35.42	62.69	51.88	67.67	30.83
Post Female	45.31	76.71	52.50	82.63	64.71

TABLE 19

Table of Means for SSHA, Study Habits, Group X Gender X Pre-Post Interaction, Fall Semester

	Group 1	Group 2	Group 3	Group 4	Group 5
Pre Male	34.17	48.46	52.50	35.89	42.58
Pre Female	55.63	69.29	36.33	31.00	48.00
Post Male	34.58	55.77	53.13	68.22	30.00
Post Female	44.06	75.71	47.50	78.63	59.50

Table 19
Table of Means for SSHA, Teacher Approval, Group x Gender x Pre-Post Interaction, Fall Semester

	Group 1	Group 2	Group 3	Group 4	Group 5
Pre Male	18.42	35.23	44.38	43.67	45.33
Pre Female	37.88	36.86	31.33	48.75	42.29
Post Male	20.25	45.77	41.63	62.00	34.33
Post Female	31.56	44.28	33.83	81.13	52.70

Table 20
Table of Means for SSHA, Education Acceptance Group x Gender x Pre-Post Interaction, Fall Semester

	Group 1	Group 2	Group 3	Group 4	Group 5
Pre Male	19.58	35.00	39.38	32.89	33.00
Pre Female	37.69	56.43	25.83	32.50	36.64
Post Male	19.08	35.62	33.50	52.67	27.17
Post Female	29.63	52.14	33.33	66.25	49.86

Table 21
Table of Means for SSHA, Study Attitudes, Group x Gender x Pre-Post Interaction, Fall Semester

	Group 1	Group 2	Group 3	Group 4	Group 5
Pre Male	16.08	32.69	40.63	34.44	38.08
Pre Female	36.13	43.57	27.17	40.00	38.00
Post Male	17.67	38.85	36.00	58.00	29.08
Post Female	27.88	47.14	35.00	75.00	50.36

Table 22
Table of Means for SSHA, Study Orientation, Group x Gender x Pre-Post Interaction, Fall Semester

	Group 1	Group 2	Group 3	Group 4	Group 5
Pre Male	20.00	39.62	46.88	35.33	38.83
Pre Female	44.69	58.57	30.17	33.75	42.79
Post Male	22.33	47.69	43.25	66.11	28.25
Post Female	34.88	65.00	43.33	79.25	55.36

Survey of Study Habits and Attitudes, Teacher Approval (Scale 4), Education Acceptance (Scale 5), Study Attitudes (Scale 6) and Study Orientation (Scale 7)

Significant trial x group interactions were found on all four of these scales for subjects in the fall semester. Figure 4 illustrates the groups for which significant differences were found. The table of means for the significant interaction for Scale 4, Teacher Approval, ($F_{(4,95)}=3.65$, $p<.01$) may be seen in Table 18, Appendix C; for Scale 5, Education Acceptance, ($F_{(4,95)}=5.29$, $p<.01$) in Table 19, for cumulative Scale 6, Study Attitudes ($F_{(4,95)}=5.56$, $p<.01$) in Table 20; and for overall Study Orientation, Scale 7 ($F_{(4,95)}=8.59$, $p<.01$) in Table 21, Appendix C.

FIGURE 9

Significant Differences by Group, Pre- Post-Measures, on The Survey of Study Habits and Attitudes Scale 4, Teacher Approval, Scale 5, Education Acceptance, Scale 6, Study Attitudes and Scale 7, Study Orientation, Fall Semester

SIGNIFICANT DIFFERENCES
SURVEY OF STUDY HABITS AND ATTITUDES

		Groups				
		Comp.	Lit.	Rd. Eff.	C.R.P.	Tutees
Teacher Approval Scale 4	Pre	Lower than grps. 2-5			Higher than grps. 1, 3 & 5. Greatest gain pre/post	
	Post	Lower than grps. 2-5				
Educational Acceptance Scale 5	Post	Lower than grps. 2-5			Gains pre/post	
Study Attitudes Scale 6	Post	Lower than grps. 2-5			Higher than grps. 1, 3 & 5. Gains pre/post	
Study Orientation Scale 7	Post				Higher than grps. 1, 3 & 5. Gains pre/post	

APPENDIX J

Tables of means for significant interactions
Experimental group only, Fall and Winter semesters

Table 24	Table of means for subjects tutored in the Student Learning Centre, group x gender x pre-post interaction Study Habits Checklist, raw score, Winter semester
Table 25	Table of means for subjects tutored in the Student Learning Centre, group x gender x pre-post interaction on the Study Habits Checklist, decile rank, Winter semester
Table 26	Table of means for subjects tutored in the Student Learning Centre, group x gender x pre-post interaction on the SSHA, Work methods, Fall semester
Table 27	Table of means for subjects tutored in the Student Learning Centre, group x gender x pre-post interaction on the SSHA, Work methods, Winter semester.
Table 28	Table of means for subjects tutored in the Student Learning Centre, group x gender x pre-post interaction on the SSHA, Study Habits scale, Fall semester.
Table 29	Table of means for subjects tutored in the Student Learning Centre, group x gender x pre-interaction on the SSHA, Study habits scale, Winter semester
Table 30	Table of means for subjects tutored in the Student Learning Centre, group x gender x pre-post interaction on the SSHA, Teacher Approval, Education Acceptance, Study Attitudes, and Study Orientation Scales, Fall semester
Table 31	Table of means for subjects tutored in the Student Learning Centre, group x gender x pre-test interaction on the SSHA, Education Acceptance and Study Orientation Winter semester.
Table 32	Table of means for subjects tutored in the Student Learning Centre, group x gender x pre-interaction on the Diagnostic Reading Test.
Table 33	Table of means for subjects tutored in the Student Learning Centre, group x gender x pre-interaction on the Diagnostic Reading Test, Winter semester.
Table 34	Table of means for subjects tutored in the Student Learning Centre, group x gender x pre-interaction on the College English Placement Test, Fall semester

Table 35 Table of means for subjects tutored in the Student Learning Centre, group x gender x pre-interaction on the College English Placement Test, Winter semester

Table 36 Table of means for subjects tutored in the Student Learning Centre, group x gender x pre-interaction on the essay, Fall semester

Table 37 Table of means for subjects tutored in the Student Learning Centre, group x gender x pre-interaction on the essay, Winter semester

Table 38 Table of means for subjects tutored in the Student Learning Centre, group x gender x pre-post interaction on the Self-Concept scale - Now - Fall semester.

TABLE 24

Table of Means for Subjects Tutored in The Student Learning Centre, Group X Gender X Pre-Post Interaction on The Study Habits Raw Score, Winter Semester

	Group 1	Group 2	Group 3
Pre Male	80.88	91.33	120.33
Pre Female	106.00	108.73	100.69
Post Male	94.57	120.67	106.67
Post Female	118.50	107.72	106.97

TABLE 25

Table of Means for Subjects Tutored in The Student Learning Centre, Group X Gender X Pre-Post Interaction on The Study Habits Decile Rank, Winter Semester

	Group 1	Group 2	Group 3
Pre Male	2.42	4.00	9.00
Pre Female	4.25	5.45	4.25
Post Male	4.00	8.00	6.33
Post Female	7.25	4.81	5.00

TABLE 26

Table of Means for Subjects Tutored in The Student Learning Centre, Group X Gender X Pre-Post Interaction on The Survey of Study Habits and Attitudes, Work Methods, Fall Semester

	Group 1	Group 2	Group 3
Pre Male	29.50	57.50	53.75
Pre Female	36.25	61.00	43.33
Post Male	15.00	42.50	35.00
Post Female	52.50	75.14	56.66

TABLE 27

Table of Means for Subjects Tutored in The Student Learning Centre, Group X Gender X Pre-Interaction on The Survey of Study Habits and Attitudes, Work Methods, Winter Semester

	Group 1	Group 2	Group 3
Pre Male	20.71	63.33	79.66
Pre Female	26.25	65.00	68.75

TABLE 28

Table of Means for Subjects Tutored in The Student Learning Centre, Group X Gender X Pre-Post Interaction on The Survey of Study Habits and Attitudes, Study Habits Scale, Fall Semester

	Group 1	Group 2	Group 3
Pre Male	29.00	50.00	48.75
Pre Female	28.75	58.14	50.00
Post Male	16.25	37.50	36.25
Post Female	40.00	69.71	61.66

TABLE 29

Table of Means for Subjects Tutored in The Student Learning Centre, Group X Gender X Pre-Interaction on The Survey of Study Habits and Attitudes, Study Habits Scale, Winter Semester

	Group 1	Group 2	Group 3
Pre Male	14.71	45.00	71.68
Pre Female	40.00	61.36	44.38

TABLE 30

Table of Means for Subjects Tutored in The Student Learning Centre, Group X Gender X Pre-Post Interaction on The Survey of Study Habits and Attitudes, Teacher Approval, Education Acceptance, Study Attitudes and Study Orientation Scales, Fall Semester

Variable	Group	1	2	3
Pre Male	Teacher Approval	24.50	66.25	43.25
Pre Female		40.00	51.00	25.00
Post Male		9.25	50.00	43.75
Post Female		41.00	57.71	56.66
Pre Male	Education Acceptance	17.75	52.50	28.75
Pre Female		28.75	43.28	31.66
Post Male		10.25	40.00	31.25
Post Female		33.00	53.42	64.00
Pre Male	Study Attitudes	16.50	61.25	36.50
Pre Female		33.75	45.28	26.66
Post Male		8.50	43.75	35.00
Post Female		34.75	54.85	60.66
Pre Male	Study Orientation	21.50	56.25	38.75
Pre Female		30.00	52.00	38.33
Post Male		9.75	41.25	33.75
Post Female		36.00	63.43	62.33

TABLE 31

Table of Means for Subjects Tutored in The Student Learning Centre, Group X Gender X Pre-Test Interaction on The Survey of Study Habits and Attitudes, Education Acceptance and Study Orientation, Winter Semester

Variable	Group	1	2	3
Pre Male	Education Acceptance	15.71	20.00	55.00
Pre Female		25.00	33.63	38.12
Pre Male	Study Orientation	13.71	28.33	58.33
Pre Female		25.00	45.90	40.63

TABLE 32

Table of Means for Subjects Tutored in The Student Learning Centre, Group X Gender X Pre-Interaction on The Diagnostic Reading Test, Fall Semester

	Group 1	Group 2	Group 3
Pre Male	43.75	67.25	74.00
Pre Female	51.50	61.14	67.00

TABLE 33

Table of Means for Subjects Tutored in The Student Learning Centre, Group X Gender X Pre-Interaction on The Diagnostic Reading Test, Winter Semester

	Group 1	Group 2	Group 3
Pre Male	50.14	64.33	66.66
Pre Female	49.25	70.18	72.86

TABLE 34

Table of Means for Subjects Tutored in The Student Learning Centre, Group X Gender X Pre-Testing Interaction on The College English Placement Test, Fall Semester

	Group 1	Group 2	Group 3
Pre Male	34.25	45.50	53.25
Pre Female	41.75	51.57	51.57

TABLE 35

Table of Means for Subjects Tutored in The Student Learning Centre, Group X Gender X Pre-Testing Interaction on The College English Placement Test, Winter Semester

	Group 1	Group 2	Group 3
Pre Male	43.85	50.00	58.33
Pre Female	38.25	54.90	64.50

TABLE 36

Table of Means for Subjects Tutored in The Student Learning Centre, Group X Gender X Pre-Testing Interaction on the Essay, Fall Semester

	Group 1	Group 2	Group 3
Pre Male	2.00	3.25	2.75
Pre Female	2.50	3.28	

TABLE 37

Table of Means for Subjects Tutored in The Student Learning Centre, Group X Gender X Pre-Testing Interaction on the Essay, Winter Semester

	Group 1	Group 2	Group 3
Pre Male	2.28	3.00	3.00
Pre Female	2.25	3.27	3.62

TABLE 38

Table of Means for Subjects Tutored in The Student Learning Centre, Group X Gender X Pre-Interaction on The Self-Concept Scale--Now, Fall Semester

	Group 1	Group 2	Group 3
Pre Male	86.50	96.00	103.00
Pre Female	86.00	101.57	97.66

APPENDIX K

Tables of means for significant interactions
Experimental and control groups combined, Fall and Winter semesters

Table 39	Subjects by treatment group divided by programme of study
Table 40	Table of means for Self-Concept - Now, pre-post testing, group x programme interaction
Table 41	Table of means for overall average in semester three, gender x group x programme interaction
Table 42	Table of means for overall average, semester one by gender
Table 43	Table of means for English marks, reported as z scores, by gender, for semester one
Table 44	Table of means for gain score, semester one to two compared to semester three to one, by programme of study.
Table 45	Table of means for gain score, semester one to semester three, group x gender x programme interaction

TABLE 39

Numbers of Students by Treatment Group Divided by Programme of Study

Programme	Control 1 Composition		Control 2 Literature		Control 3 Read. Eff.		Control 4 Col. Rd. Prog.		Control 5 Tutees	
	F	W	F	W	F	W	F	W	F	W
010	6	1	2	5	--	--	--	3	12	15
020	7	5	--	3	4	11	4	6	10	12
030	14	19	20	15	10	8	13	26	16	15
040	5	14	6	6	5	3	5	12	10	12
050	2	--	--	3	1	2	--	2	1	3
060	1	1	--	--	--	--	--	1	2	--
410	1	2	2	1	3	3	--	--	1	--
412	--	--	--	--	--	--	--	--	3	--
420	2	1	--	--	2	2	--	3	1	--
511	1	--	--	1	2	2	--	3	2	--

TABLE 40

Table of Means for Self-Concept--Now, Pre- to Post-Testing, Group X Programme Interaction

	Programme			
Group	010	020	030	040
1. Controls	100.47	94.34	97.86	94.09
2. Experimentals	99.45	100.50	94.11	103.37

TABLE 41

Table of Means for Overall Average in Semester Three, by Gender X Group X Programme Interaction

		Programme			
Group	Sex	010	020	030	040
1. Control	M	75.00	70.76	71.25	71.25
	F	75.60	81.00	73.09	70.70
2. Experimental	M	82.00	76.16	68.00	72.50
	F	76.83	58.66	77.75	79.33

TABLE 42

Table of Means for Overall Average, Semester One, by Gender

	Average
Male	70.93
Female	73.36

TABLE 43

Table of Means for English Marks, Reported as Z Scores, by Gender, for Semester One

	English Mark Z Score
Males	0.265
Females	0.399

TABLE 44

Table of Means for Gain Score, Semester Two to One Compared to Semester Three to One, by Programme

	Programme			
	010	020	030	040
Gain Score	0.490	2.69	4.136	1.31

TABLE 45

Table of Means for Gain Score, Semester One to Semester Three, Group X Gender X Programme Interaction

		Programme			
	Sex	010	020	030	040
1. Control	M	3.60	- 0.81	3.0	-0.25
	F	-0.20	3.333	0.1875	-3.8
2. Experimental	M	3.00	4.60	9.5	6.50
	F	3.66	-16.66	5.0	4.33

APPENDIX L

Breakdown of Descriptive Data on the Tutored Group, Fall 1979, by programme, course duration, completion and success in course

Table 46	Tutored group - Synopsis
Table 46A	Tutored group - data
Table 46B	Tutored group - commentary

The following codes are used in this chart:

1. # sem = number of semesters the student was enrolled at Champlain. The first number refers to regular sessions, the second one refers to summer sessions.

2. Semester code - A = Autumn
W = Winter
S = Summer

3. sem # - refers to the semester that the student was enrolled in at Champlain since most students are tutored in their first semester on this chart, this is represented in Fall, 1979 by 1. Winter 1980 for most tutees was their second semester, 2.

4. Course Completion - refers to the students'perseverence in the course. A dash (-) indicates that they dropped it; an x that they completed it. If they failed the course, this is denoted by an F. Under that, P, signifies when they eventually passed the course.

5. - Number of hours refers to the number of hours of tutoring received by the tutee.

TABLE 46

Breakdown of Descriptive Data on those tutored, Fall, 1979, by Programme course duration, and completion and success in courses.

Programme	Ad. in prog	prog. change	rec'd D.E.C	av.#/sem		Rev Board	sem tutored	tut.in conc. sub.	tut in Eng.	av/hr	tutored P course
				reg.	sum.						
010 Health Science	12	4	7/8	4	0.8	-	sem 1-8	8	-	6.2	8
020 Pure & Applied	10	2	5/8	4.2	+1	-	sem 1-7 sem 3-1	7	1	8.6	6
030 Social Science	16	1	12/15	5.8	+0.5	2	sem 1-7 sem 3-5 sem 5-2 sem 7-1	7	5	10.1	7
040 Commerce	10	-	9/10	4.4	+0.2	-	sem 1-3 sem 3-6 sem 5-1	7	3	7.1	6
050 Creative Arts	1	-	0/1	3	+0	-	sem 1-1	-	1	11	-
060 Lang. & Lit.	2	-	2/2	4	+0	-	sem 1-1 sem 3-1	1	1	5.7	2
410 Business Adm.	1	-	0/1	2	+4	-	sem 2-1	1	-	4	-
412 Sec. Science	3	1	-	4	+1	-	sem 1-1	-	2	14.25	2
420 Data Processing	1	-	0/1	2	+1	-	sem 1		-	5	1
511 Fine Arts	2	-	1/2	5	-					5	

TABLE 46A

Breakdown of Descriptive Data on Those Tutored in Fall, 1979, by Programme, Course Duration and Completion, and Success in Courses

	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C.			COURSES EA	DATE	COURSES AB	DATE	COURSES E	DATE	REV. BOARD	DATE	SUB TUTORED	DATE & SEM #	COURSE COMP.	PRE-POST RESULTS	# OF HRS.
					Y.	R.	Date													
																Chem 101	A'79 1	x	x	5
1	010	-	-	4	x		W-81	-	-	-	-	-	-	-	-	Chem 101	A'79 1	x	x	10
2	010	-	-	2		x		-	-	-	-	-	-	-	-	Cal 103	A'79 1	x	-	5
3	010	-	-	4	x		W-81	-	-	-	-	1 Cal 11	W-80	-	-	Cal 103	A'79 1	x	x	4
4	010	-	-	4+1	x		W-81	-	-	-	-					Chem 101	A'79 1	x	x	6
																Cal 203	W'80 2	xF PS'80	x	8
																Cal 103	A'79 1	x	x	11
5	010	-	-	4+2	x		S-81	-	-	1 Eng	S-80	-	-	-	-	Cal 105	A'79 1	x	x	5
6	010	-	-	4+2	x		W-81	-	-	1 Eng	S-80	-	-	-	-	Cal 203	W'80 2	x	x	17
																Eng	W'80	x	x	11
																Chem 101	A'79 1	x	-	6
7	010	-	-	4	x		W-81	-	-	-	-	-	-	-	-	Chem 101	A'79 1	x	x	4
8	010	-	-	5+2	x		A-81	1 P.E.	W-80			2 Chem 202 Eng	A'80 P-W'81 P-W'81							
9	020	-	-	5+1	x		S-82	1 Phy	A-79	1 Hum	W-81	5 Chem Fr Cal 1 Chem Chem	 A'79 W'80 W'81	-	-	Phy	A'79 1	-	-	2
																Cal 103	A'79 1	x	x	10
10	020	-	-	4	x		W-81	-	-	-	-	-	-	-	-	Cal 203	W'80 2	x	x	2½
																Chem 101	A'79 1	x	x	16
11	020	-	-	4+1	x		W-81	-	-	-	-	-	-	-	-					
12	020	-	-	4+1	x		W-82	-	-	1 Phy	A-81	5 Cal 1 Chem Phy	 A'79 W'81			Cal 103	A'79 1	xF PW'80	x	6
	020			4+1				-	-	(See above)						Phy 301	A'79 3	x	-	5
13	020			3+1		x		Cal 11	W-79	Chem 101	-78	-	-	-	-	Math 103	A'79 1	xF PW'80	x	
14	020	-	-	5		x		-	-	2 Phy Eng	 -79 W-80	2 Math Chem	 A'79 A'79			Chem 101	A'79 1	xF	x	14

TABLE 46 A

Breakdown of Descriptive Data o~ Those Tutored in Fall, 1979, by Programme, Course Duration and Completion, and Success in Courses

.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y. N.	Date	COURSES EA	DATE	COURSES AB	DATE	COURSES E	DATE	REV. BOARD	DATE	SUB TUTORED	DATE & SEM #	COURSE COMP.	PRE-POST RESULTS	# OF HRS.
15	020	-	-	4+2	x	S-81	-	-	-	-	3 Chem 101 Cal I Biol. 1 Eng	A-79 A-79 W-81 A-80		A-80	Chem 101 Eng	A-79 1 A-79 2	F-PW-80 x	x -	7 9
16	020			4+2	^		2 Math 105 Physics	A-80 A-80					-	-	Cal 203	A-79 3	x	-	8.5
17	040			4	x	W-80	1 Humanities	A-79	-	-	-	-	x	W-80	Eng	A-79 3	x	-	4
18	412	030	W-80	6+2	x		1 Eng	S-79	2 Fine Arts 412	S-80	11 2 Bus Ad 2 Bus Ad 1 2 Bus Ad 1 Ec 1 Eng 1 Eng 1 G.	A-78 A-79 W-80 A-80				W-80 4	xF FA-30		2.5
19	040			4	x		-	-	-	-	4 Cal II Cal II Hum. Admin.	A-79 W-80			Cal 203 Cal 203	A-79 3 W-80 4	F+W-80	x x	10 6
20	030			6+1	x	W-80	1 Math	W-79	4 Biol Adm Psy Soc	F-78 F-79 W-80	1 Math 2 Math	S-79 A-78 A-79	-	-	Cal 103	A-79 5	x	-	7
21	020	040	S-82	5+1	x	S-82	1 Physics	W-80	2 Geog	W-79	13 Math 2 Math 5 Chem 2 Biol 1 Psych	S-79 A-78 A-79 W-81	-	A-80	Phy 301	A-79 3	xF+EA P A-80	-	6

TABLE 46A

Breakdown of Descriptive Data on Those Tutored in Fall, 1979, by Programme, Course Duration and Completion, and Success in Courses

	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y. N.	Date	COURSES EX	DATE	COURSES AB	DATE	COURSES E	DATE	REV. BOARD	DATE	SUB TUTORED	DATE & SEM #	COURSE COMP.	PRE-POST RESULTS	# OF HRS.
22	010	030	W-80	7+3	x	W-81	1 Adm	A-78	2 Math Chem	A-78 A-79	12 Math Physics Chem Eng Psych		x	A-79	Chem Math	A-79 4	- x	- -	2 10
23	010	040	W-80	5+1	x	A-81	-	-	3 Chem Adm Hum	A-79 S-80 A-80	3 Math Physics Adm	A-79 W-80	-	-	Cal 103	A-79 1	xF FW-80	x	6
24	030	-	-	4	x		-	-	4 All	W-80	3 Sec.Sc Eng Sec.Sc	W-79 A-79	-	-	Eng	A-79 3	x	-	13
25	030	-	-	5	x	A-81	-	-	1 Chem	A-79	3 Phys Math Chem	A-79 W-80	-	-	Chem 111	A-79 3	-	-	9
26	030	-	-	8+1	x	A-80	8	A-77	2 Bus Ad	S-80	9 Adm Math Economics Data		x	A-79	Cal 103	A-79 7	xF FW-80	-	6
27	030	-	-	4	x		4 Chem Pol Sc Math	A-78 W-79	1 Hum	W-80	4 Math Phys Eng Eng	A-78 W-80			Eng	A-79 3		x	10
28	040	-	-	5+1	x	A-81	1 Math	A-79	-	-	4 Soc Math Anth Psych	A-79 W-80 W-81 W-80	-	-	Eng	A-79 1	x	x	6
29	040	-	-	4+1	x	W-80	-	-	-		1 Math	W-79	-	-	Cal 103	A-79 3	x	x	14

TABLE 46 A

Breakdown of Descriptive Data on Those Tutored in Fall, 1979, by Programme, Course Duration and Completion, and Success in Courses

	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C.			COURSES EA	DATE	COURSES AB	DATE	COURSES E	DATE	REV. BOARD	DATE	SUB TUTORED	DATE & SEM #	COURSE COMP.	PRE-POST RESULTS	# OF HRS.
					Y.	N.	Date													
30	030			4	x		W-81	-	-	-	-	1 Hum	A-79	-	-	Phy 111	A-79 1	x	x	15
31	030			5	x		A-80	-	-	3 Chem Phys	A-78 A-79 W-80	2 Math Chem	W-79 A-79			Cal 203	A-79 3	x	-	18.5
32	010	030	A-78	6+1	x		W-80	1 Adm	S-80	1 Phys	W-79	7 Math 3 Math 2 Chem Physics Eng	A-77 A-78 A-77-F-79 A-77-W-78			Cal 203	A-79 5	x	x	5
33	030	-	-			x										Cal 103	A-79 1		x	12.5
34	010	030	A-79	5	x		A-80							x	W-80	Phy 301	A-79 5		x	12
35	040			5	x		A-79									Cal 203	A-79 5		-	4
36	030	-	-	3		x		-	-	- -	-	6 Math Philo Eng Economics Spanish	A-79/ W-80		W-80	Eng	A-79 1	x	x	8
37	030	040	W-80	4	x		W-82	-	-	1 Sem -	W-80	4 Math Chem Physics Physics	A-79 A-80			Chem 101	A-79 1	xF	-	9
38	040	-	-	5	x		A-80	-	-	-	-	3 Math Fr Data	A-78 W-79 W-80	-	-	Fr Eng Cal 203	A-79 3 A-79 3 W-80 4	x x PW-80	x - -	4 5 15
39	040			4+1		x		2 Ec Math	A-79 A-80	2 Math Ec	W-80 S-80	2 Hum Adm	W-80 W-80	-	-	Cal 103	A-79 1	x	-	9

TABLE 46A

Breakdown of Descriptive Data on Those Tutored in Fall, 1979, by Programme, Course Duration and Completion, and Success in Courses

	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y. N.	Date	COURSES EA	DATE	COURSES AB	DATE	COURSES I	DATE	REV. BOARD	DATE	SUB TUTORED	DATE & SEM #	COURSE COMP.	PRE-POST RESULTS	# OF HRS.
40	030	-	-	5	x	S-82	1 Psych	W-80	3 Hum Hum Hist	A-79 W-80 -81	6 Math Phys Eng Psych Chem Chem	-79 -79 -79 W-80 W-81	x	A-79	Physics 111	A-79 1	xF	x	11
41	030	-	-	5+2	x	A-81	2 Spanish Philo	A-79 A-80	-	-	4 Sp Eng Hum Eng	W-80 A-80 W-81 W-81	-	-	Spanish	A-79 1	-	x	10
42	030	-	-	5	x	S-80	-	-	2 Data	W-80	6 Math Chem Physics Economics				Cal 103	A-79 1	xF	-	4
43	030	-	-	6+2	x		1 Psych	S-80	12 Psych Soc Geog Economics	A-78	(7)				Eng	A-79 5		-	11
44	410	-	-	2	x		-	-	3 Math Psych Eng	A-79	7 4 3	W-79 A-80			Math 102	A-79 2	-	-	4
45	030	-	-	5	x	W-80	-	-	1 Math	W-79	3 Math Eng Math	A-79 A-79 W-80	-	-	Cal 203	A-79 3	xF	-	6
46	040	-	-	5	x		1 Data	W-79	2 Eng F	A-79 A-79	7 Math Economics				Cal 103	A-79 3	xF	-	10

TABLE 46 A

Breakdown of Descriptive Data on Those Tutored in Fall, 1979, by Programme, Course Duration and Completion, and Success in Courses

	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C.			COURSES EA	DATE	COURSES AB	DATE	COURSES E	DATE	REV. BOARD	DATE	SUB TUTORED	DATE & SEM #	COURSE COMP.	PRE-POST RESULTS	# OF HRS.
					Y.	N.	Date													
47	040	-	-	4+1	x		W-80	-	-	1 Eng	S-79	-	-	-	-	Cal 203	A-79 3	x	x	6
48	020	040	W-81	4+2		x		3 Biol Phys Fine Arts	S-80 A-79 A-80	3 Hum Chem Adm.	A-79 A-80 S-81	6 Math Phys Spanish Eng Biol	W-80 + A-80 A-80	x	A-80	Eng Cal 203	A-79 1 W-80 2	x xF PW-81	x x	6 12.5
49	030	-	-	3+1		x		1 Math	A-80	3 Soc Psych Hum	W-80 S-80 A-80	1 Eng	A-79			Eng	A-79 1	xF PW-80	-	2
50	040	-	-	5		x		-	-	4 Eng Adm Data	A-79 W-80 W-81	6 Ec all 5	A-79 A-81			Eng	A-79 1	-	x	5
51	050	-	-	3		x		1 Cine	A-79	-	-	7 Eng App Arts 5	A-79 W-80 A-80			Eng	A-79 1	xF	-	11
52	060	-	-	4	x		W-80	-	-	-	-	-	-	-	-	Spanish	A-79 3	x	x	6.5
53	060	-	-	5	x		W-82	1 Hum	W-80	1 Fr	A-81	4 Data Eng Gr	A-70 W-80 -80	W-81		Eng	A-79 1	x	-	5
54	412	-	-	2		x	-	-	-	-	-	1 Hum	W-80	-	-	Eng	A-79 1	x	-	16.5
55	412	-	-	6+2		x		1 Fr	W-81	5 Hist Fine Arts 3 Soc	W-79 A-81	-	-	-	-	Eng	A-79 2	x	-	12

TABLE 46A

Breakdown of Descriptive Data on Those Tutored in Fall, 1979, by Programme, Course Duration and Completion, and Success in Courses

	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C.			COURSES EA	DATE	COURSES AB	DATE	COURSES E	DATE	REV. BOARD	DATE	SUB TUTORED	DATE & SEM #	COURSE COMP.	PRE-POST RESULTS	# OF HRS.
					Y.	N.	Date													
56	420	-	-	2+1		x	-	1 Fr	S-80	1 Hum	A-79	2 Data	W-80	-	-	Eng	A-79 1	x	-	5
57	511	-	-	4	x		W-81	-	-	-	-	1 Psych	W-80	-	-	Eng	A-79 1	x	-	5
58	511	-	-	6		x	-	7 all courses	W-79	4 Fine Arts Psych Hum Hum	W-78 A-78 A-79	3 Anthro Soc Fine Arts	A-78 A-78 A-79		A-79	Eng	A-79 5	x	-	5

TABLE 46B

Tutor's Comments on Those Tutored, Fall, 1979, in the Student Learning Centre.

Tutee #	Subject tutored	Referred by	Tutor's Comments
1.	Chem 101	Self	No comments available.
2.	Chem 101	Self	took tutor's pre-test in subj. area. got 52%. lacking in basics at beginning of tutoring was failing course. earned 90% in course as final mark
3.	Cal 103	Self	seemed to have a motivation problem. dislike of teacher. at ease with tutor. developed improved study habits.
4.	Chem 101 Cal 103	Self	good understanding initially, but improved overall. got 79% on final class test.
5.	Cal 103	A.P.I.	Desperate to pass course. disliked teacher. at ease with tutor. gained in improved study habits and in confidence in self.
6.	Cal 103	Self	problem with teacher. started doing many practice exercises. earned 86% and 100% on class tests.
7.	Chem 101		no comments available
8.	Chem 101		no comments available.
9.	Physics 101	Self	dropped course. tutored only 2 hours.
10.	Cal 103	Self	took tutor's pre-test. scored in 70-80% range. earned 74% on 1st class test. has good ability. needed assurance from tutor.
11.	Chem 101	Self	Barely passed 1st test-64%. worked hard. earned 85% on 2nd test-class highest mark. 75% on third test.
12.	Chem 101 Cal I	Self	understands but is a procrastinator. has test anxiety, too. gets lower marks than seems to deserve but ends up passing tests.
13.	Physics 301	Self	saw overall improvement even though tutee was discouraged and wanted to quit school. 59% on 1st test; 74% on 2nd; 68% on third.
14.	Chem 101 Cal 103	Self	failed 1st 2 tests. passed 3rd-76%. overall attitude improvement inChem. only met for 2 hrs. seemed unmotivated in Cal. did little work.
15	Chem 101	Self	seemed confident. has good math ability. will do well.
16.	English	Self	pronunciation problems. needs work on grammar. willing to work.
17.	Cal 203	Self	very conscientious. needed reassurance. sometimes works too fast

Fall 1979, continued

Tutee #	Subject tutored	Referred by	Tutor's Comments
18.	English	A.P.I.	mixes English and French structures. poor attitude. needs lots of help.
19.	Cal 203	A.P.I.	small chance of passing course. attitude is prime problem, but at least has some understanding of concepts. 7/50-1st test; 14.5/50 on second test. feels that he will pass next term.
20.	Cal 103	Self	repeating the course. has a better attitude. no indication of standing
21.	Physics 301	Self	remembers too many details. does work rotely without developing an understanding of process.
22.	Chem 101/Cal 203	Self	started off well. got 72% on test 1. failed test 2-52%. became very negative and uncooperative.
23.	Cal 103	Self	test 1- 25%. requested tutor. improved towards end of term. negative statements and anxiety disappeared.
24.	English	teacher	made some progress but overall tutor appeared less interested than the tutee. contributed to the uneven programme.
25.	Chem 111	Self	improved note-taking and exam taking techniques. problem solving main area of weakness. 51% test 1; 17% test 2; dropped course
26.	Cal 103	A.P.I.	had been out of school for a year. had poor marks in past. was having difficulty adjusting to school again. poor study habits and overall poor attitude.
27.	English	teacher	poor note-taking ability and poor speed. both worked on and the techniques were applied to Biology.
28.	English	self	needed help in essay writing. attentive and motivated. poor results on post test result of anxiety.
29.	Cal 203	Self	78% 1st test. barely failed the next 2, along with 75% of the class. needed work on fractions. ended up with 74% into final exam.
30.	Physics	Self	model tutee. improved study habits. intelligent from the beginning although somewhat negative about the teacher.
31.	Cal 203	A.P.I.	taking course for 2nd time. has little self-confidence. class test earned a 70 %. seemed to need the push of a tutor to get going.
32.	Cal 203	Self	class test 60%. wanted to do better. motivated and enthusiastic.
33.	Cal 103	A.P.I.	conscientious about turning up for the tutoring but not very interested in trying to do the work outside of school. failed all tests.

Fall 1979. continued

Tutee #	Subject tutored	Referred by	Tutor's Comments
34.	Physics 301	Self	had a let's get it over with attitude initially, but started getting good marks and changed attitude. marks in 75% range. better study habits.
35.	Cal 203		no comments available.
36.	English	teacher	motivated. reading and vocabulary improved. seemed well organized.
37.	Chem 101	Self	seems to have acute test anxiety. lacks basics in Chem. failed 1st test and barely passed 2nd. little chance of passing course overall.
38.	English	Self	essay writing. worked hard. got 80% on term paper.
39.	Cal 103	Self	shows weakness in understanding the basics of Cal. passed all tests, though and went into final with 75% from class marks.
40	Physics 111	Self	no sense of problem-solving. slow learner in physics. has difficulty with math as well
41.	Spanish	Self	no comment available.
42.	Cal 103	Self	no comments available.
43.	English	teacher	difficulty with composition and with self-expression. poor reading comprehension. very enthusiastic and motivated however.
44.	English	teacher	no motivation. dropped out of school after three weeks of tutoring.
45.	Cal 203	Self	not very motivated. did not attend classes and expected tutor to help him catch up on work missed. tutor dropped tutee.
46,			no Comments available.
47.	Cal 203	Self	was a thoroughly conscientious tutee who did everything she should .
48.	Chem	Self	no comments available,
49.	English		no comments available.
50.	English	teacher	needed help with speed and comprehension. writing clarity. dropped English course, but kept up with the tutoring all semester.
51.	English	teacher	needed help with writing. made some improvement in that area, but none in reading. was not working at a college level. had poor self concept

Fall, 1979, continued.

Tutee #	Subject tutored	Referred by	Tutor's Comments
52.	Spanish	Self	well-motivated. industrious. did excellent assignments. kept up with review of the work.
53.	English	teacher	worked fairly steadily. showed some improvement resulting from practice.
54.			no comments are available.
55.	English	self	began to implement study skills. gained confidence in herself. over came some anxiety.
56.	English	Self	irregular attendence forced tutor to drop her. no real improvement as there was no motivation.
57.	English	teacher	some improvement in English skills. fewer mechanical errors and more fluency.
58.	English	teacher	vocabulary broadened. not very enthusiastic about school. knew the rules of English but had difficulty applying them.

APPENDIX M

Breakdown of Descriptive Data on the Tutored Group, Winter 1980, by programme, course duration, completion and success in course

Table 47 Tutored group - synopsis

Table 47A Tutored group - data

Table 47B Tutored group - commentary

The following codes are used in this chart:

1. # sem = number of semesters the student was enrolled at Champlain. The first number refers to regular sessions, the second one refers to summer sessions.

2. Semester code - A = Autumn
W = Winter
S = Summer

3. sem # - refers to the semester that the student was enrolled in at Champlain since most students are tutored in their first semester on this chart, this is represented in Fall, 1979 by 1. Winter 1980 for most tutees was their second semester, 2.

4. Course Completion - refers to the students'perseverence in the course. A dash (-) indicates that they dropped it; an x that they completed it. If they failed the course, this is denoted by an F. Under that, P, signifies when they eventually passed the course.

5. - Number of hours refers to the number of hours of tutoring received by the tutee.

TABLE 47

Breakdown of Descriptive Data on those tutored, Winter, 1980 by Programme, course duration, and compietion and success in courses.

Programme	Ad. in prog	prog. change	rec'd D.E.C	av.#/sem reg. sum	Rev Board	sem tutored	tut.in conc.	sub.	tut in Eng.	av/hr	tutored P course
010 Health Science	15	7	4/8	4 + 2	-	sem 2-7 sem 4-1	7		1	9.1	8
020 Pure & Applied	12	1	7/11	5.2+1.6	3	sem 2-6 sem 4-4 sem 5-1	11		-	8.6	9
030 Social Science	15	-	13/15	4.9+0.7	2	sem 1-2 sem 2-8 sem 4-4 sem 7-1	8		5	10.2	11
040 Commerce	12	-	7/12	6 +1.8	3	sem 1-1 sem 2-6 sem 4-2 sem 6-2 sem 8-1	9		3	8.0	5
050 Creative Arts	3	1	2/2	5 + .5	-	sem 2-1 sem 5-1	-		2	9.0	2
060 Lang. & Lit.	-	-	-	- -	-	-	-		-	-	-
410 Business Adm.	-	-	-	- -	-	-	-		-	-	-
412 Sec. Science	-	-	-	- -	-	-	-		-	-	-
420 Data Processing	-	-	-	- -	-	-	-		-	-	-

TABLE 47A

Breakdown of Descriptive Data on Those Tutored in Winter 1980 by Programme, Course Duration and Completion, and Success in Courses

	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y. N.	Date	COURSES EA	DATE	COURSES AB	DATE	COURSES I	DATE	REV. BOARD	DATE	SUB TUTORED	DATE & SEM #	COURSE COMP.	PRE-POST RESULTS	# OF HRS.
1	010	-	-	5+2	x	A-81	-	-	1 Cal II	W-80	1 Chem 101 2-Chem 201 Phys 201	A-79 W-80	-	-	Chem 101	W-80 2	x		8
2	010	-	-	5+1	x	A-81	1 Biol	W-81	-	-	-	-	-	-	Eng 140	W-80 2	x		2.5
3	010	-	-	6+2	x		7-Phys Ed Sec Sc Chem Phys Ed Eng Phys Ed	W-79 S-79 A-79 W-80 S-80 A-80	8-Phys Ed Cal I Eng Latin Hum Math Data Phys	A-78 A-78 W-79 W-80 A-80 W-81	4-Hum Phys Biol Chem	A-78 W-79 W-80 A-80	-	-	Physics	W 80 4	x		4
4	010	-	-	2	x		-	-	-	-	-	-	-	-	Phys 301	W-80 2	x		15.5
5	010	-	-	4+2	x		-	-	-	-	5-Cal I Chem Phys 111 Biol Phys	A-79 A-80 W-81	-	-	Chem 101	W-80 2	x		15
6	010	-	-	4+2	x	W-81	-	-	1 Chem	W-81	1 Cal I	A-79	-	-	Chem 201	W-80 2	x		11.5
7	010	-	-	5+1	x	A-81	-	-	-	-	4-Cal I Chem 101 Phys 111 Cal I	A-79 W-80	-	-	Chem 101	W-80 2	x		7

TABLE 47A

Breakdown of Descriptive Data on Those Tutored in Winter 1980 by Programme, Course Duration and Completion, and Success in Courses

	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y. N.	Date	COURSES EA	DATE	COURSES AB	DATE	COURSES E	DATE	REV. BOARD	DATE	SUB TUTORED	DATE & SEM #	COURSE COMP.	PRE-POST RESULTS	# OF HRS.
8	010	-	-	4	x		-	-	1 Chem	A-79	1-Phys Hum Cal II Biol	A-79 W-80 A-80	-	-	Cal II	W-80 2	x		9.5
9	020	-	-	5+1	x		1 Eng	W-80	4 Cal I Biol Eng Eng	A-79 W-81 S-81 A-81	7-Eng Hum Eng Biol Hum Eng 120 Eng 303	A-79 W-81 A-81	-	-	Chem 101	W-80 2	x		9.5
10	020	-	-	5	x	W-82	1 Phys	A-80	-	-	4-Eng Math Chem Phys	A-89 W-81 A-81	-	-	Math 201 103	W-80 2	xP		5
11	020	-	-	5	x		3 Chem Hum 201 Eng	W-78 W-79	-	-	8-Math Phys101 Psy 102 Chem Math Chem Math Data	W-78 A-78 W-79 W-79 A-77 A-77	-	-	Phys 301	W-80 5	xP		16
12	020	-	-	4+1	x		4 Eng Chem Hum Phys	A-79 W-80 S-80 A-80	3 Biol Hum Anthro	A-79 W-81 W-81	5-Hum Math Hum Biol Chem 101	A-79 W-80 W-81	x	W-81	Math 201 203	W-80 2	xF		5
13	020	-	-	5+2	x	W-82	-	-	2 PE Eng	A-80 A-81	4-Chem Math Chem	W-80 A-80 W-81 Phys	-	-	Phys 101	W-80 2	xP		5

TABLE 47A

Breakdown of Descriptive Data on Those Tutored in Winter 1980 by Programme, Course Duration and Completion, and Success in Courses

	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y. N.	Date	COURSES EA	DATE	COURSES AB	DATE	COURSES E	DATE	REV. BOARD	DATE	SUB TUTORED	DATE & SEM #	COURSE COMP.	PRE-POST RESULTS	# OF HRS.
14	020	-	-	4+2	x	S-80	-	-	1 Math	W-80	3-Math Chem 101 Chem	A-78 W-79	-	-	Chem 201	W-80 4	xP		14
15	020	-	-	4+1	x	W-80	-	-	1 PE	S-79	-	-	-	-	Phys 201	W-80 4	xP		3
16	020	-	-	4	x	W-81	-	-	-	-	1 Math	A-80	-	-	Chem 201	W-80 2	xP		9
17	020	-	-	4+1	x		2-Phys Phys	A-79 A-80	-	-	5-Biol Math Eng 103 Biol Phys 301	A-80 A-80 W-81	x	F-80	Chem 201	W-80 2	xP		7
18	020	-	-	5+2	x	W-81	-	-	1 Chem	A-78	6-Phys Biol Chem Phys 301 Math Phys 201	W-79 A-79 W-80 A-80	x	F-80	Phya 301	W-80 4	xF		13.5
19	020	-	-	4+1	x	A-80	-	-	-	-	3-Chem Chem Math	W-79 A-79 W-80	-	-	Chem 201	W-80 4	xP		8
20	010	030	W-81	5+2	x	A-81	-	-	-	-	5-Math Chem 111 Phys 111 Chem Phys	A-79 W-80 A-80	-	-	Math 103	W-80 2	xP		10
21	030	-	-	4	x	W-81	-	-	-	-	-	-	-	-	Math 337	W-80 2	xP		10.5

TABLE 47A

Breakdown of Descriptive Data on Those Tutored in Winter 1980 by Programme, Course Duration and Completion, and Success in Courses

	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB	DATE	COURSES E	DATE	REV. BOARD	DATE	SUB TUTORED	DATE & SEM #	COURSE COMP.	PRE-POST RESULTS	# OF HRS.
22	046	-	-	7+3	x		A-80	3-Adm Math Soc Sc	A-77 W-79 S-80	6-PE Psy Data Eng Fine A Math	A-77 A-78 S-79 A-79 W-80 S-80	7-Data Eng Math Ec Hum Math Math	A-77 A-77 W-78 A-78 W-79 W-80 W-80	x	W-80	Math 203	W-80 6	xF		7
23	030	-	-	4+1		x		2-Adm Math	W-80 W-81	3-Data Adm Eng	W-80 S-80 S-80	6-Eng Hum Ec Eng Span Ital	W-80 A-80 A-80 A-81 A-81 A-81	-	-	Eng 190	W-80 1	xF		10.5
24	030	-	-	4	x		W-80	1 Math	A-79	1-PE	W-79	-	-	-	-	Biol	W-80 4	xP		7.5
25	050	030	W-81	3+1		x		2-Eng PE	A-80 S-81	2-Fine A Hum	A-79 A-80	3-Eng Hist A.Arts	A-79 A-80 A-80	x	A-80	Eng 190	W-80 2	xP		11
26	030	-	-	5	x		A-81	-	-	3-Psych Anthro Chem	A-79 A-80 W-81	1 Biol	W-80	-	-	Eng 304	W-80 2	xP		12
27	030	-	-	3		x		1 Psy	A-80	8-Hum Biol PE Hist Hum Psy Eng Latin	A-80 W-81 W-81 W-81	-	-	-	-	Eng 190	W-80 1	xP		3

TABLE 47A

Breakdown of Descriptive Data on Those Tutored in Winter 1980 by Programme, Course Duration and Completion, and Success in Courses

	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y. N.	Date	COURSES EA	DATE	COURSES AB	DATE	COURSES E	DATE	REV. BOARD	DATE	SUB TUTORED	DATE & SEM #	COURSE COMP.	PRE-POST RESULTS	# OF HRS.
28	010	030	W-81	5+1	x	A-81	-	-	-	-	4-Biol Chem 101 Math Phys	A-79 W-80 A-80	-	-	Math 203 Chem 101	W-80 2 W-80 2	xF xP		5 13
29	030	-	-	5+1	x		-	-	2-Fine A Eng	S-81 S-81	3-Biol Hum Anthro	A-80 W-81 W-81	-	-	Math 337	W-80 2	xP		6.5
30	030	-	-	4+2	x	S-80	2-Math Math	W-79 S-79	1 PE	A-79	1 Math	W-80	-	-	Math 311	W-80 4	xF		19
31	010	030	W-80	5	x	A-81	-	-	-	-	4-Math Chem Phys Math	A-79 A-79 A-79 W-80	x	F-79	Math 103	W-80 2	xF		14
32	030	-	-	7	x	W-80	7-PE PE Hum Cin PE PE Hum	A-75 A-75 A-75 A-75 W-76 W-76 W-76	4-Biol Geog Fr Eng	A-75 A-75 A-76 A-77	4-Hum Eng Eng Anthro	W-76 A-76 A-76 W-78	-	-	Fr 323	W-80 7	xP		5
33	030	-	-	4+1	x	W-81	-	-	1-Ap Arts	S-80	1-Math	A-79	-	-	Eng 304	W-80 2	xP		9
34	030	-	-	6+1	x	W-81	-	-	2-Phil Adm	W-79 A-79	4-Ec Math Math Math	W-79 A-79 A-80	-	-	Math103	W-80 4	xP		13
35	030	-	-	5+1	x	A-80	2-Math Chem	A-78 W-80	1 PE	A-79	1 Data	A-78	-	-	Chem 111	W-80 4		x	4

TABLE 47A

Breakdown of Descriptive Data on Those Tutored in Winter 1980 by Programme, Course Duration and Completion, and Success in Courses

	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB	DATE	COURSES E	DATE	REV. BOARD	DATE	SUB TUTORED	DATE & SEM #	COURSE COMP.	PRE-POST RESULTS	# OF HRS.
36	040	-	-	6+3	x		S-81	1 Adm	W-80	3- Anthro Hum Adm	A-78 A-79 W-80	4-Math Psych Math Math	A-78 W-79 A-79 A-80	-	-	Eng 120	W-80 4	xP		11
37	040	-	-	8+1		x		5-Geog Eng Eng Phys Ec	A-76 A-76 W-77 A-77 A-77	10-Math Hum Math G S Hum Eng Chem PE Math Eng	A-76 A-76 W-77 W-77 W-77 A-77 W-78 A-78 A-78 S-79	3-Chem Phys Psy	A-76 A-76 A-77	-	-	Math 203	W-80 8	xP		10
38	040	-	-	2		x		-	-	- -	-	-	-	-	-	Math 103	W-80 2	xP		8.5
39	040	-	-	8	x		W-81	3-Anthro Soc Psy	A-76 A-76 W-77	6- Hum Phil Soc Math Psych Math	A-76 W-77 W-77 A-78 W-79 W-80	2-Math Chem	A-76 A-80	-	-	Chem 111	W-80 6	xP		9
40	010	040	W-81	3+1		x		-	-	1- Hum	W-80	8-Math Chem Phys Soc Chem Phys Psych Math	A-79 A-79 A-79 A-79 W-80 W-80 W-80 W-81	x x	F-79 W-80	Chem 101	W-80 2	xP		4.5

TABLE 47 A

Breakdown of Descriptive Data on Those Tutored in Winter 1980 by Programme, Course Duration and Completion, and Success in Courses

	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB	DATE	COURSES L	DATE	REV. BOARD	DATE	SUB TUTORED	DATE & SEM #	COURSE COMP.	PRE-POST RESULTS	# OF HRS.
41	010	040	W-80	6+2	x		A-81	-	-	4-Chem Hum Hum Eng	A-79 A-79 A-80 W-81	5-Eng Math Phys Chem Phys	A-79 W-80 W-80 A-80 A-80	-	-	Eng 304	W-80 2	xP		7
42	040	-	-	5+2	x		W-82	2-Math Math	A-80 W-81	1 Eng	A-79	-	-	-	-	Math 101	W-80 2	xP		6
43	010	040	W-79	4+1	x		S-80	-	-	- -		1 Math	A-79	-	-	Math 203	W-80 4	xP		7
44	040			5+1	x		A-81	-	-	-	-	4-Adm Math Ec Math	W-80 A-80 A-80 W-81	-	-	Math 103	W-80 2	xP		4
45	020	040	W-80	5	x		A-81	-	-	-	-	4-Chem Phys Math Math	A-79 A-79 W-80 A-80	-	-	Math 203	W-80 2	xF		8
46	010	040	W-80	4		x		1 Math	A-80	2-Hum Adm	W-80 A-81	10-Hum Anthro Adm Eng Adm Eng Math Adm Eng Math	W-80 W-80 W-80 W-80 A-80 A-80 W-81 W-81 W-81 A-81	x	W-80	Eng 120	W-80 1	xF		9

TABLE 47A

Breakdown of Descriptive Data on Those Tutored in Winter 1980 by Programme, Course Duration and Completion, and Success in Courses

	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y. N.	Date	COURSES EA	DATE	COURSES AB	DATE	COURSES E	DATE	REV. BOARD	DATE	SUB TUTORED	DATE & SEM #	COURSE COMP.	PRE-POST RESULTS	# OF HRS.
47	050	-	-	6	x	A-80	1 Soc	A-79	1 SocSc	A-77	1 Cin	W-79.	-	-	Eng 140	W-80 5	xP		16
48	050			4+1	x	W-81	-	-	-	-	1 Anthro	W-80	-	-	Eng 150	W-80 2	xP		2

TABLE 47B

Tutor's Comments on Those Tutored, Winter, 1980, in the Student Learning Centre.

Tutee #	Subject Tutored	Referred by	Tutor's Comments
1.	Chem 101	Self	was failing course before tutoring. had poor study habits. took tutor's test in chem. pre-tutoring got 78%. final 96%.
2.	English	Self	has below average reading and writing scores. is disorganized. began to improve after two sessions.
3.	Physics 301	Self	problems with application of theory to practice and with problem-solving. lack of interest. developed some better understanding but attitude is a problem.
4.	Chem 201	Self	weak study habits. lack of confidence in herself. negative attitude. improved study habits slightly. passed class tests.
5.	Chem 101	Self	failing the course. had poor study habits. lack of self-confidence. weak in basics. improved unbelievably. scored 99%, 96%, & 80% on class tests and showed improvement in study skills too.
6.	Chem 201	Self	lack of understanding in the subject. no sense of problem-solving. lack of confidence in ability. increased in interest and ability over term
7.	Chem 101	Self	needed more understanding of basic concepts and increased confidence in own ability. was noticeably more motivated and better prepared towards the end of term.
8.	Cal 203	Self	great improvement in problem solving. needed to build confidence.
9.	Chem 101	Self	negative attitude towards subject. needed help in problem solving. overall improved attitude and comprehension and study skills.
10.	Cal 103	Self	losing confidence in teacher. needed help in problem-solving. highly motivated. 90% on class tests.
11.	Physics 301	Self	lack of understanding in subject. eventual improvement in problem-solving.
12.	Cal 203	Self	sloppy problem-solving procedures. poor study habits. admitted learning the hard way- 42% on mid-term test.
13.	Physics 101	Self	weak in understanding basic concepts. needed motivation. began to understand his mistakes.
14.	Chem 201	Self	negative attitude towards chem. anxiety in test taking. needed confidence improved attitude and ability. 81% on class test.

Winter, 1980, continued

Tutee #	Subject Tutored	Referred by	Tutor's Comments
15.	Physics 201	Self	needed review of problem solving techniques. was motivated. did well.
16.	Chem 101	Self	needed help in problem solving. gained better understanding through practice.
17.	Chem 201	Self	wanted improved marks. negative attitude. improved .passed with 62%
18.	Physics 301	Self	needed better understanding of material. improved ability to do problems.
19.	Chem 201	Self	with help in problem solving improved tremendously in course.
20.	Cal 103	Self	needed reinforcement and clarification of material. did well but high standards set for self caused her to feel negative.
21.	Math 337	Self	lacked understanding of basics. disliked teacher. attitude towards tutoring was good. kept consistent marks in 80-85 range over term.
22.	Cal 203	Self	failing. wanted to graduate with good marks. lack of interest in subject apparent. did not improve due to lack of effort and time. tutee worked part time.
23.	English	Self	secondlanguage student. difficulty in expressing and organizing writing in English. practice improved both the reading and writing skills.
24.			no comments are available.
25.	English	Self	needed help in punctuation, comprehension and study skills. noted improvement and enhanced confidence and writing ability.
26.	English	Self	lacked organization in writing. reading rate low. willing to improve ability in each area. improved to 65%. more work needed.
27.	English	teacher	weak writing ability. comprehension and expression needed practice highly motivated.
28.	Cal 103/Chem 101	Self	needed understanding in basics. realistic but seemed overwhelmed with total work load. failed course.
29.	Math 337	Self	disliked teacher. said he talked too fast. positive attitude towards tutoring. improved in course with practice.
30.	Math 337	Self	organization lacking. progress slow. imporved English skills, though.
31.	Cal 103	Self	lack of concentration. work on study skills. expected too much from the tutoring. did improve in basic understanding. motivation lagged.

Winter, 1980, continued.

Tutee #	Subject Tutored	Referred by	Tutor's comments
32.	French	Self	worked on specific problems. motivated and at ease. noted improvement.
33.	English	teacher	weak composition skills. receptive and motivated. reluctant to do exercise but did improve in overall sentence structure.
34.	Cal 103	Self	somewhat negative attitude towards education and teachers. accepting of tutor. improved attitudes and ability.
35.	Chem 111	Self	needed help in fundamentals of course. disliked teacher. dropped course. attitude negative overall.
36.	English	teacher	problems in sentence structure. organizationweak. learned to take care when writing and to be less impulsive
37.	Cal 203	self	no confidence in teacher. tutor was promoter. serious and improved understanding. better study skills.
38.	Cal 103	Self	material needed clarification. negative attitude. did not improve except in some reading and writing scores. has potential to do well if she changes her attitude.
39.	Chem 101	Self	weak in problem solving. conscientious. did improve.
40.	Chem 101	Self	failing 2nd time around. negative attitude towards chem. blocked improve
41.	English	teacher	weak grammar. positive attitude. needed encouragement. did improve with practice. improvement from 60% to 70%.
42.	Cal 103	Self	goal-better marks. negative attitude. failed mid-term -55%. no interest.
43.	Cal 203	A.P.I.	lacked enthusiasm. poor study habits. developed better attitude and showed progress in course and in study habits by end of tutoring.
44.	Cal 103	Self	reinforcement of material needed. goal of passing was obtained.
45.	Cal 203	Self	strong attitude towards school and teachers. motivated to do well for himself. marks 1st test-57%. end 95%, tutor helped change attitude.
46.	English	teacher	composition work needed. attitude poor. needed more confidence. organization and reading and writing improved.
47.	English	teacher	writing improved, as did reading and study habits. got high marks.
48.	English	teacher	writing organizational skills. enthusiastic. tutoring period was too short to assess progress.

APPENDIX N

Breakdown of Descriptive data on those in the control groups Fall 1979, by programme, course duration completion and success in course

Table 48	Group 1 - Composition - Synopsis
Table 48A	Group 1 - Composition - Data
Table 49	Group 2 - Literature - Synopsis
Table 49A	Group 2 - Literature - Data
Table 50	Group 3 - Reading Efficiency - Synopsis
Table 50A	Group 3 - Reading Efficiency - Data
Table 51	Group 4 - College Reading Programme - Synopsis
Table 51A	Group 4 - College Reading Programme - Data

The following codes are used in this chart:

1. # sem = number of semesters the student was enrolled at Champlain. The first number refers to regular sessions, the second one refers to summer sessions.

2. Semester code - A = Autumn
W = Winter
S = Summer

3. sem # - refers to the semester that the student was enrolled in at Champlain since most students are tutored in their first semester on this chart, this is represented in Fall, 1979 by 1. Winter 1980 for most tutees was their second semester, 2.

4. Course Completion - refers to the students'perseverence in the course. A dash (-) indicates that they dropped it; an x that they completed it. If they failed the course, this is denoted by an F. Under that, P, signifies when they eventually passed the course.

5. - Number of hours refers to the number of hours of tutoring received by the tutee.

TABLE 48

Breakdown of Descriptive Data on those in Control Group 1, (Composition), Fall, 1979, by programme, course duration and completion, and success in course.

Programme	# in Programme	# who changed prog.	Av. # of sem. to D.E.C.		# in Review Board	# who received D.E.C.
			Regular	Summer		
010 Health Science	6	0	4.2	1.2	0	5 6
020 Pure & Applied	7	0	4	2	1	1 7
030 Social Science	14	4	4.8	1	1	9 14
040 Commerce	5	2	4.5	1.5	2	3 5
050 Creative Arts	2	0	3	0	0	2 2
060 Literature & Languages	1	0	5	0	0	1 1
410 Administration	1	0	-	-	0	0 1
420 Data Processing	2	1	-	-	0	0 2
511 Fine Arts	1	0	5	1	0	1 1

Table 48 A

Breakdown of Descriptive Data in Composition (Control Group 1), Fall, 1979.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD Y	N	DATE
1	010	-		5+2	x		A-81			1 Math	H-80	3 Chem Chem Phys	A-79 H-81 H-81		x	
2	010	-		5+1	x		A-81	1 Chem	H-81	1 Hum	E-80	-	-		x	
3	010	-		5	x		A-81	-	-	1 Phys	H-80	2 Math Chem	A-79 A-79		x	
4	010	-		2+1		x		-	-	1 Ad	H-80	-	-		x	
5	010	-		5+2	x		H-82	1 P.E.	H-80	-	-	2 Chem Eng	A-80 A-80		x	
6	010	-		5+1	x		A-81	-	-	-	-	4 Math Phys Chem Phys	H-80 H-80 A-80 H-81		x	
7	020	-		5+1		x		1 Eng	H-80	4 Math Bio Eng Eng	A-79 H-81 E-81 A-81	6 Eng Hum Eng Bio Hum Eng	A-79 H-81 H-81 A-81 A-81 A-81			
8	020	-		4		x		1 Chem	A-80	1 Chem	A-79	5 Phys Math Phys Math Chem	A-79 H-80 A-80 H-81 H-81	x		H-81

Breakdown of Descriptive Data in Composition (Control Group 1) Fall, 1979.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	D.E.C. N.	D.E.C. Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD Y	REV. BOARD N	DATE
9	020	-		2		x		1 Chem	A-79	-	-	8 Math Phys Geo Hum Eng Geo Hist Cin	A-79 A-79 A-79 A-79 A-79 H-80 H-80 H-80			
10	020	-		2+1		x		-	-	-	-	-	-		x	
11	020	-		4		x		-	-	-	-	2 Math Math	H-80 H-81		x	
12	020	-		4+2		-		-	-	-	-	3 Math Chem Bio	A-79 A-79 H-81		x	
13	020	-		4+2	x		H-81	-	-	-	-	-	-		x	
14	030	010	A-79	4+1	x		H-81	-	-	-	-	2 P.E. Chem	A-79 A-79		x	
15	030	-		5+1		x		5 Psych Data Eng Eng Psych	A-79 A-79 E-80 A-80 H-81	1 Fine	AE-80	5 Psych Soc Eng Ad Soc	A-79 A-79 A-79 H-80 A-80		x	
16	030	-		5+1	x		A-81	3 Math Math Math	H-80 E-80 A-80	1 P.E.	H-80	2 Math Math	A-79 A-80		x	

Breakdown of Descriptive Data in Composition (Control Group 1), Fall, 1979.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y. N. Date	COURSES - EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD DATE
17	030	-		5+1	x	1 Ad	E-81	1 Pol Sc	A-79	9 Ec Soc Phil Psych Anthro Ec Hum Eng Psych	A-79 A-79 H-80 H-80 H-80 A-80 H-81 H-81 A-81	x
18	030	020	H-81	5+2	x H-82	-	-	3 Chem Hum Anthro	A-79 A-80 H-81	6 Math Eng Math Phys Phys Eng	A-79 A-79 H-80 H-80 A-80 H-81	x
19	030	-		5+1	x E-82	2 P.E. Eng	H-81 H-81	1 P.E.	H-81	11P.E. Geog Ec Fr Pol Sc Eng Anthro Eng Math Psych Fr	A-79 A-79 A-79 A-79 H-80 A-80 A-80 A-80 H-81 A-81 A-81	
20	030	-		5+2	x A-81	-	-	3 FineA Soc Eng	H-80 E-81 E-81	1 Phil	A-80	x

Breakdown of Descriptive Data in Composition (Control Group 1), Fall, 1979.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C.			COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD		
					Y.	N.	Date							Y	N	DATE
21	030	-	-	4+1	x		E-81	-	-	-	-	1 Phil	H-80			
22	030	050	A-79	3+1		x		2 Eng P.E.	A-80 E-81	2 FineA Hum	A-79 A-80	4 Eng Hist Pol Sc App A	A-79 A-80 A-80 A-80	x		A-80
23	030	-	-	5	x		E-82	-	-	1 Eng	H-81	-	-		x	
24	030	010	H-80	5	x		A-81	-	-	-	-	4 Math Chem Phys Math	A-79 A-79 A-79 H-80		x	
25	030	-	-	5+1	x		A-81	1 Fr	A-79	-	-	1 Eng	A-79		x	
26	030	-		5+2		x		1 Data	A-79	2 Ad Eng	H-80 H-80	6 Ad Eng App A Hum Math Ec	A-79 A-79 A-80 H-81 A-81 A-81			
27	030	-		3+1		x		-	-	8 Data P.E. Hum Psych Ec Ad FineA Eng	H-80 A-80 A-80 A-80 A-80 A-80 A-80 A-80	3 Eng Sp Pol Sc	A-79 A-79 A-79		x	

Breakdown of Descriptive Data in Composition (Control Group 1), Fall, 1979.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD Y	N	DATE
28	040	020	A-79	5+1		x		2 Ec Data	A-80 A-81	1 Chem	A-81	10 Math Phys Eng Math Psych Math Hum Ec Eng Psych	A-79 A-79 A-79 H-80 H-80 H-81 H-81 H-81 H-81 A-81	x		H-81
29	040	-		5+2	x		A-81	- -	-	4 Chem Hum Hum Eng	A-79 A-79 A-80 H-81	5 Eng Math Phys Chem Phys	A-79 H-80 H-80 A-80 A-80		x	
30	040	-		4+1	x		H-81	-	-	-	-	1 Chem	A-79			
31	040	050	A-79	3		x		8 Hum Cin Phil Soc Cin Phil Hum Psych	A-79 A-79 H-80 H-80 H-80 H-81 H-81 H-81	1 Cin	A-79	4 Phil Eng Psych Cin	A-79 A-79 H-80 H-81			
32	040	-		5+1		x		6 Ec P.E. Math Anthro Ad Fr	A-79 A-80 A-80 A-80 A-80 A-80	1 Hum	E-80	4 Hum Hum Math Math	A-79 A-80 H-81 A-81	x		A-80

Breakdown of Descriptive Data in Compostion (Control Group 1), Fall, 1979.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD	DATE
33	050	-		1	x		A-81	1 Cin	A-79	-	-	4 Hum FineA IV Eng	A-79 A-79 A-79 A-79	x	
34	050	-		5	x		A-81	-	-	-	-	2 Cin Eng	H-80 A-80	x	
35	060	-		5	x		A-81	-	-	-	-	3 Anthro German Sp	A-80 A-80 H-81	x	
36	410	-		1		x		6 Math P.E. Hum Psych Ad Eng	A-79 A-79 A-79 A-79 A-79 A-79	- -	-	-	-	x	
37	420	010	A-79	5		x		1 Hum	A-79	1 Eng	A-80	6 Chem Phys Ec Geog Ad Hum	A-79 A-79 A-79 A-80 A-80 A-81	x	
38	420	-		5		x		-	-	1 Hum	H-80	6 Geog Eng Psych Data Eng Ec	A-79 A-79 H-80 H-80 A-80 A-81		
39	511	-		5+1	x		H-82	1 Math	H-80	2 Chem Eng	A-79 A-80	1 Phys	H-80		

TABLE 49

Breakdown of Descriptive Data on those in Control Group 2, (Literature), for Fall, 1979, by programme, course duration and completion, and success in course.

Programme	# in Programme	# who changed prog.	Av. # of sem. to D.E.C. Regular	& Summer	# in Review Board	# who received D.E.C.
010 Health Science	2	1	4.5	1.5	-	2/2
020 Pure & Applied	1	1	5	-	-	-
030 Social Science	18	1	4.2	.4	-	10/20
040 Commerce	6	1	4.2	.2	-	6/6
410 Administration	2	-	5	1	-	1/2
412 Secretarial Science	1	1	-	-	-	-

Table 49A

Breakdown of Descriptive Data in Literature (Control Group 2), Fall, 1979.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD DATE
1	010	030	H-81	5+1	x		E-82	-	-	1 col.c	H-81	2 Chem Phys	H-81 H-81	
2	010	-		4+3	x		E-81	-	-	2 Chem Phys	A-79 A-80	-	-	
3	020	040	H-80	5	x		H-82	1 Phys	A-80	-	-	4 Eng Math Chem Phys	A-80 H-81 H-81 A-81	
4	030	-		5	x		A-81	1 GraphS	H-81	3 Psych Ec PhysE	H-80 A-80 H-81	1 Eng	A-79	
5	030	-		2		x		2 Math P.E.	A-79 A-79	1 Eng	A-79	5 Geog Geog Hum Psych Chem	A-79 A-79 A-79 A-79 A-81	
6	030	-		5	x		A-81	1 P.E.	A-79	-	-	4 Phil Hum Eng Ec	A-79 A-79 H-80 A-80	
7	030	-		5	x		A-81	2 Psych Ec	A-80 A-80	2 Psych Soc	A-79 A-80	2 Eng App A	A-79 H-80	
8	030	-		1		x		-	-	-	-	3 Psych Anthro Eng	A-79 A-79 A-79	

Breakdown of Descriptive Data in Literature (Control Group 2), Fall, 1979

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD	DATE
9	030	-		5	x		A-81	-	-	3 Hum Chem Pol Sc	H-80 A-80 H-81	-	-		
10	030	-		4+3	x		E-81	2 Math Hum	E-79 A-79	2 Math Hum	A-79 H-80	-	-		
11	030	-		5+1	x		A-81	-	-	1 Hist	A-79	5 Eng Math Ec Ad Eng	A-79 H-80 H-80 H-80 H-80		
12	030	- —		1		x		4 Hist Psych Ec Eng	A-79 A-79 A-79 A-79	1 Hum	A-79	1 P.E.	A-79		
13	030	-		1		x		-	-	7 P.E. Math Geog Hum Pol Sc Cin Eng	A-79 A-79 A-79 A-79 A-79 A-79 A-79	-	-		
14	030	-		4		x		9 Biol PE Hum Psych Soc Fr Hum Phil Soc	H-80 H-80 H-80 H-80 H-80 H-80 A-80 H-81 H-81	6 P.E. Ec Eng Phil Soc Hum	A-79 A-79 H-80 A-80 A-80 H-81	5 Anthro Fr Psych Anthro Eng	A-79 A-80 H-81 H-81 H-81	x	H-81

Breakdown of Descriptive Data in Literature (Control Group 2), Fall, 1979

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD	DATE
15	030	-		4	x		H-81	-	-	-	-	-	-		
16	030	020	H-80	5	x		H-82	3 P.E. Math Chem	A-79 A-79 A-79	3 Psych Hum Ec	A-79 A-79 A-80	3 Phys Hum Ec	A-79 A-79 A-80		
17	030	-		4		x		2 Hum Ec	H-80 H-80	3 Ec Eng Phys	A-79 A-80 H-81	6 Phil Anthro Eng Phil App A Hum	A-79 A-79 A-79 H-80 H-80 H-81		
18	030	-		3+1		x		1 P.E.	A-80	2 Ec Eng	E-81 E-81	2 Anthro Hum	H-80 A-80		
19	030	-	-	4	x		H-81	-	-	-	-	-	-		
20	030	-		3+1		x		6 P.E. Pol Sc Math Math Psych Soc	H-80 H-80 E-80 A-80 A-80 A-80	-	-	-	-	x	A-79
21	030	-		3		x		2 Psych Soc	A-79 A-80	2 Hum Hum	H-80 A-80	5 Phil FineA Phil Psych Eng	A-79 A-79 H-80 H-80 H-80		

Breakdown of Descriptive Data in Literature (Control Group 2), Fall, 1979.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD	DATE
22	040	-		4	x		H-81	-	-	-	-	-	-	x	
23	040	030		4+2	x		H-81	-	-	1 Eng	E-80	-	-		
24	040	-		4	x		H-81	-	-	-	-	-	-		
25	040	-		4	x		H-81	-	-	-	-	-	-		
26	040	-		5	x		A-81	-	-	-	-	2 Data Math	A-79 A-80		
27	040	-		4	x		H-81	-	-	-	-	-	-		
28	410	-		3		x		9 P.E. Math B.Ad Ad App A Eng Math Hum Ad	H-80 H-80 H-80 H-80 H-80 H-80 H-80 H-80 H-80	-	-	1 Eng	A-79	x	A-79
29	410	-		5+1	x		H-82	-	-	2 P.E. Eng	H-80 H-80	-	-		
30	412	030	H-80	3+1		x		-	-	1 B.Ad	A-81	2 Geog Eng	A-79 A-80		

TABLE 50

Breakdown of Descriptive Data on those in Control Group 3, (Reading Efficiency), for Fall, 1979, by programme, course duration and completion, and success in course.

Programme	# in Programme	# who changed prog.	Av. # of sem. to D.E.C.		# in Review Board	# who received D.E.C.
			Regular	& Summer		
020 Pure & Applied	4	0	4.3	1	-	3/4
030 Social Science	10	1	4.4	1.4	-	4/10
040 Commerce	5	0	5.2	1	-	4/5
050 Creative Arts	1	0	-	-	1	0/1
410 Administration	3	0	-	-	-	0/3
420 Data Processing	2	0	6	1	-	2/2

Table 50 A

Breakdown of Descriptive Data in Reading Efficiency (Control Group 3), Fall 1979.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C.			COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD DATE
					Y.	N.	Date							
1	020	-		5+1	x		H-82	-	-	-	-	7 Math Eng Math Phys Ec Phys Rel Sc	A-79 H-80 H-80 A-80 A-80 H-81 A-81	
2	020	-		4+2	x		E-81	1 P.E.	A-79	-	-	2 P.E. Data	H-80 H-81	
3	020	-		4	x		H-81	-	-	-	-	-	-	
4	020	-		2		x		-	-	-	-	-	-	
5	030	-		4+1	x		H-80	-	-	1 App A	H-79	-	-	
6	030	-		4+1	x		H-81	-	-	1 Phil	A-80	-	-	
7	030	-		1+1		x		-	-	1 Ec	A-79	2 Soc Eng	A-79 A-79	
8	030	-		4		x		-	-	3 Eng Ad Phil	A-79 H-80 A-80	6 Geog Psych Anthro Geog Hist Soc	A-79 A-79 A-79 H-80 A-80 A-80	
9	030	-		5+2		x		3 Math Fr Math	H-80 E-80 A-80	4 Hist Fr P. E. Math	A-79 H-80 E-81 E-81	2 Psych Eng	H-80 A-80	

Breakdown of Descriptive Data in Reading Efficiency (Control Group 3), Fall 1979.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD DATE
10	030	040	H-80	2		x		3 Math	A-79	-	-	3 Pol Sc	A-79	
								Ad	A-79			Eng	A-79	
								Graph	H-80			Geog	A-80	
11	030			4		x		5 Chem	H-79	4 Chem	A-78	4 Math	A-78	
								Hum	A-79	Eng	A-78	Phys	H-79	
								Soc	A-79	Hum	H-79	Eng	H-79	
								Ad	A-79	Ad	H-80	Eng	A-79	
								Ec	H-80					
12	030	-		5+2	x		A-81	2 Ec	A-79	3 P.E.	H-80	1 Eng	A-80	
13	030	-		4+1	x		H-81	-	-	-	-	-	-	
14	030	-		3		x		-	-	1 Soc	H-80	2 Ec	H-80	
												Fr	H-81	
15	040	-		2		x		-	-	-	-	-	-	
16	040	-		5+1	x		A-81	-	-	-	-	4 Ad	H-80	
												Math	A-80	
												Ec	A-80	
												Math	H-81	
17	040	-		5+1	x		A-80	-	-	-	-	1 Math	A-79	
18	040	-		6+1	x		A-79	2 Phys	A-76	8 Math	E-78	6 P.E.	A-76	
								Eng	A-76	P.E.	A-78	Math	A-76	
										Math	A-78	Chem	A-76	
										Hum	A-78	Hum	A-76	
										Ec	A-78	P.E.	H-77	
										Pol Sc	A-78	Math	H-78	
										Eng	A-78			

Breakdown of Descriptive Data in Reading Efficiency (Control Group 3), Fall 1979.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD	DATE
19	040	-		5+1	x		H-82	-	-	1 Ec	E-81	8 Math Ad Math Ec Ad Ad Math Ec	A-79 H-80 A-80 A-80 A-80 H-80 A-81 A-81		
20	050	-		3		x		1 Cin	A-79	-	-	7 Eng App A Fine A Fine A Cin App A Eng	A-79 H-80 A-80 A-80 A-80 A-80 A-80	x	F-80
21	410	-		1		x		-	-	-	-	1 Ad	A-79		
22	410	-		1+2		x		2 Math	A-78	2 Math	H-79	6 Math Ad Ad Ad Math	E-78 A-78 H-80 H-81 A-81		
23	410	-		4		x		-	-	-	-	1 Math	H-79		
24	420	-		7+3	x		A-79	1 Hist	A-79	5 Data Ad P.E. Data P.E.	H-77 A-77 H-78 E-78 H-79	2 Data Eng	A-77 A-77		
25	420	-		5+3	x		H-82	1 P.E.	A-80	3 Hum Eng Math	A-79 A-79 A-80	-	-		

TABLE 51

Breakdown of Descriptive Data on those in Control Group 4 (College Reading Programme), Fall, 1979, by programme, course duration and completion, and success in course.

Programme	# in Programme	# who changed prog.	Av. # of sem. to D.E.C.		# in Review Board	# who received D.E.C.
			Regular	Summer		
020 Pure & Applied	4	0	4	.6	-	3/4
030 Social Science	13	1	5.3	1.3	-	10/13
040 Commerce	5	1	4.6	1	-	3/5

Table 51A

Breakdown of Descriptive Data the College Reading Programme (Control Group 4), Fall, 1979.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES ABD	DATE	COURSES E	DATE	REV. BOARD DATE
1	020	-		4+1	x		H-80	-	-	-	-	-	-	x
2	020	-		4	x		H-80	-	-	-	-	-	-	x
3	020	-		7+3		x		3 Chem Eng Eng	A-78 A-78 H-81	2 Eng Eng	H-80 A-80	11Math Phys Eng Chem Math Phys Psycn Eng Math Chem Ec	A-78 A-78 H-79 E-79 A-79 A-79 A-79 A-79 E-80 A-80 H-81	x
4	020	-		4+1	x		H-80	-	-	-	-	-	-	x
5	030	410	F-79	8+4	x		H-82	1 Math	H-81	1 Soc	A-79	17Math Ad Sp Math Ad Math Math Hum Psych B.Ad Eng Math Ec Soc Psych B.Ad	A-78 A-78 A-78 H-79 H-79 E-79 A-79 A-79 A-79 H-80 H-80 A-80 A-80 H-81 A-81 A-81	

Breakdown of Descriptive Data the College Reading Programme (Control Group 4), Fall, 1979.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD DATE
6	030	-		6+1	x		H-81	2 Soc Math	A-79 H-80	-	-	6 Math App A Psych Ad Math Phil	H-79 H-79 H-80 H-80 A-80 H-81	
7	030	-		4+1	x		H-80	-	-	-	-	1 Eng	A-78	
8	030	-		5	x		A-80	1 Math	A-79	-	-	-	-	
9	030	-		6	x		H-81	3 Math Math Math	A-79 H-80 A-80	2 Phil Hum	A-78 A-78	2 B.Ad Ad	H-79 A-80	
10	030	-		5+2		x		5 Psych Soc P.Sc Math Math	H-79 A-79 H-80 E-80 A-80					
11	030	-		5+2	x		H-82	3 Math Math Math	H-80 E-80 A-80	4 Fr P.E. Pol Sc App A	H-80 A-80 A-80 A-80	3 Soc Pol Sc Math	H-80 A-80 A-81	
12	030	-		5+1	x		A-80	-	-	-	-	-	-	

Breakdown of Descriptive Data in the College Reading Programme (Control Group 4), Fall, 1979.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD DATE
13	030	-		5+1	x		A-80	-	-	-	-	3 Biol	A-79	
												App A	A-79	
												Sp	H-80	
14	030	-		4+2	x		E-82	2 Math	H-79	1 P.E.	A-79	1 Math	H-80	
								Math	E-79					
15	030	-		5+1	x		A-80	3 Math	A-78	3 Math	H-79	1 Ec	H-79	
								Math	H-79	Data	H-80			
								Math	H-80	Data	A-80			
16	030	-		7		x		3 App A	A-79	8 Hum	A-78	4 Anthro	A-78	
								Psych	A-80	Geog	A-79	Psych	H-79	
								Psych	H-81	Anthro	H-80	Eng	H-79	
										Eng	H-80	Soc	A-79	
										Ec	A-80			
										B.Ad	A-80			
										Sec.Sc	A-80			
										Data	A-81			
17	030	-		3		x		4 Math	H-79	-	-	5 Phil	A-78	
								Soc	H-79			Eng	H-79	
								Math	A-79			Sp	H-79	
								App A	A-79			Math	A-79	
												Anthro	A-79	
18	040	-		5+2		x		4 Math	H-79	2 Hum	H-79	11 Chem	A-78	
								P.E.	H-80	Cin	E-79	Hum	A-78	
								Eng	H-80			Phys	H-79	
								Geog	A-80			Chem	H-79	
												Eng	H-79	
												Math	A-79	
												M.th	H-80	
												B.Ad	H-80	
												Ad	H-80	
												Sec Sc	E-80	
												Eng	A-81	

Breakdown of Descriptive Data in the Reading Programme (Control Group 4), Fall, 1979.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD DATE
19	040	-		6+2		x		2 Soc Fine A	H-81 H-81	-	-	11Math Chem Math Math Math Psych Fine A Eng Soc Math Ec	A-78 A-78 A-79 H-80 H-80 H-80 H-80 H-80 E-80 A-80 H-81	
20	040	-		5	x		A-80	-	-	4 Chem Math Data Eng	A-78 H-80 H-80 H-80	-	-	
21	040	010	A-79	5+2	x		A-80	1 Math	A-80	-	-	5 Chem Phys Data Math Chem	A-78 A-78 A-78 A-79 H-79	
22	040	-		4+1	x		H-80	-	-	1 P.E.	H-80	1 Eng	H-79	

APPENDIX O

Breakdown of descriptive data on those in the control groups Winter 1980, by programme, course duration completion and success in course

Table 52	Group 1 - Composition - Synopsis
Table 52A	Group 1 - Compostion - Data
Table 53	Group 2 - Literature - Synopsis
Table 53A	Group 2 - Literature - Data
Table 54	Group 3 - Reading Efficiency - Synopsis
Table 54A	Group 3 - Reading Efficiency - Data
Table 55	Group 4 - College Reading Programme - Synopsis
Table 55A	Group 4 - College Reading Programme - Data

The following codes are used in this chart:

1. # sem = number of semesters the student was enrolled at Champlain. The first number refers to regular sessions, the second one refers to summer sessions.

2. Semester code - A = Autumn
   W = Winter
   S = Summer

3. sem # - refers to the semester that the student was enrolled in at Champlain since most students are tutored in their first semester on this chart, this is represented in Fall, 1979 by 1. Winter 1980 for most tutees was their second semester, 2.

4. Course Completion - refers to the students'perseverence in the course. A dash (-) indicates that they dropped it; an x that they completed it. If they failed the course, this is denoted by an F. Under that, P, signifies when they eventually passed the course.

5. - Number of hours refers to the number of hours of tutoring received by the tutee.

TABLE 52

Breakdown of Descriptive Data on those in Control Group 1, (Composition), in Winter, 1980, by programme, course duration and completion, and success in course.

Programme	# in Programme	# who changed prog.	Av. # of sem. to D.E.C.		# in Review Board	# who received D.E.C.
			Regular	Summer		
010 Health Science	1	0	-	-	0	0/1
020 Pure & Applied	5	0	4	1.3	0	3/5
030 Social Science	19	4	4.5	.6	5	8/19
040 Commerce	14	3	4.3	.9	0	12/14
060 Literature & Languages	1	0	4	-	0	1/1
410 Administration	2	0	-	-	0	0/2
420 Data Processing	1	0	5	2	0	1/1

TABLE 52 A

Breakdown of Descriptive Data in Composition (Control Group 1), Winter 1980.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD	DATE
1	010	-		4		x		-	-	2 Chem GraphS	A-79 H-81	2 Math Chem	A-79 H-81	x	
2	020	-		5+2	x		H-82	1 Bio	A-80	1 Eng	H-81	6 Chem Math Phys Chem Phys Bio	A-79 H-80 H-80 H-81 H-81 A-81	x	
3	020	-		4	x		H-81	- -	-	-	-	1 Chem	A-79		
4	020	-		4		x		-	-	1 Chem	A-79	7 Chem Math Hum Phys Bio Phys	A-79 A-79 H-80 A-80 H-81 A-81	x	
5	020	-		2+1		x	-	-	-	1 Data	E-80	-	-	x	
6	020			4+2	x		H-81	-	-	-	-	-	-	x	
7	030	060	H-80	4	x		H-81	7 Germ Hum Pol Sc Fr Eng Ec Ad	A-79 A-80 A-80 A-80 A-80 A-80 H-81	3 Ital Hum Psych	A-79 H-80 A-80	3 Anthro Fine A Ad	A-79 A-80 H-81	x	A-80
8	030	-		5+1	x		A-81	1 Math	H-80	4 Ad Sec Fine A Eng	H-80 A-80 H-81 H-81	2 Ec App A	E-80 A-80	x	

Breakdown of Descriptive Data in Composition (Control Group 1), Winter, 1980.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD	DATE
9	030	410	H-80	5	x		H-82	1 Math	A-80	-	-	3 Ec Math Math	H-81 H-81 A-81	x	
10	030			4+1	x		H-81	1 Math	A-79	1 Fr	A-79	-	-	x	
11	030	-		4		x		-	-	-	-	1 Phil	A-79		
12	030	-		2		x		-	-	-	-	5 Eng Hum Psych Anthro Eng	A-79 H-80 H-80 H-80 H-80	x	A-79
13	030	040				x		3 Anthro Eng Hum	A-79 H-80 A-80	3 Fr Math Psych	A-79 A-80 A-80	6 Math Eng Anthro Soc App A	A-79 A-79 H-80 A-80 A-80	x	A-80
14	030	-		5+1	x		A-81	1 Eng	A-79	3 Psych Fine A Phys	A-79 H-80 A-80	-	-	x	
15	030	040	H-80	3		x		4 Psych Eng Hum Ec	A-79 A-79 H-80 H-80	3 Ad Ad Ad	H-81 H-81 H-81	7 Math Phil Hum Math Geog Ad Eng	A-79 A-79 A-79 H-80 H-80 H-80 H-80	x	A-79

Breakdown of Descriptive Data in Composition (Control Group 1), Winter 1980

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD		DATE
16	030	-		4	x		H-81	-	-	-	-	- -		-	x	
17	030	-		4+2	x		E-81	-	-	-	-	2 Ec Math	A-79 H-80		x	
18	030	010	H-80	2+1		x		5 Fine A Math Soc	A-79 H-80 H-80	-	-	3 Psych Ec Eng	A-79 A-79 A-79			
19	030	-		3+1		x		6 Math Eng Math Ad Ec Pol Sc	A-79 A-79 H-80 H-80 A-80 H-80	2 P.E. Data	H-80 H-80	2 Ec Phil	H-80 E-80		x	
20	030	-		2		x		6 Hum Pol Sc Eng Psych Data Eng	A-79 A-79 A-79 H-80 H-80 H-80	1 Ec	H-80	2 Ec App A	A-79 H-80	x		A-79
21	030	-		5	x		A-81	1 Math	A-79	1 Data	A-80	1 Math	H-81		x	
22	030	-		4		x		-	-	4 Bio Anthr Eng Anthr	H-80 A-80 A-80 H-81	-	-		x	
23	030	-		2		x		-	-	1 Soc	H-80	-	-		x	

Breakdown of Descriptive Data in Composition (Control Group 1), Winter 1980.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD	DATE
24	030	-		5+1		x		2 Psych Data	A-79 A-80	7 P.E. Phil Data P.E.	H-80 H-81 H-81 A-81	4 Math Math Ad Math	A-79 A-80 A-80 H-81	x	
25	030	-		3+1		x		2 Math Math	H-80 A-80	3 Soc Psych Hum	H-80 E-80 A-80	1 Eng	A-79	x	
26	040	-		4+1	x		H-81	-	-	-	-	-	-	x	
27	040	-		4+1	x		E-81	1 Ad	H-80	2 Bio Data	H-80 H-81	-	-	x	
28	040	020	H-80	4+3		x		2 Phys Chem	E-79 A-79	-	-	8 Math Phys Eng Math Chem Phys Eng Fr	A-79 A-79 A-79 A-80 A-80 A-80 A-80 A-81	x	
29	040	-		5+1	x		A-81	- -	-	2 Fr P.E.	A-80 A-81	3 Ec Math Ad	A-79 A-80 H-81		
30	040	-		4+1	x		E-81	-	-	1 Ec	H-80	-	-	x	
31	040	-		4+1	x		H-81	-	-	1 App A	A-80	-	-	x	
32	040	-		4	x		H-81	-	-	-	-	-	-	x	

Breakdown of Descriptive Data in Composition (Control Group 1), Winter 1980.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C.			COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD DATE
					Y.	N.	Date							
33	040	-		4+2	x		H-81	-	-	1 Hum	A-79	-	-	x
34	040	020	H-80	4+1	x		E-81	-	-	2 Ec Ad	H-80 A-80	6 Math Chem Phys Ec Math Math	A-79 A-79 A-79 H-80 A-80 H-81	x
35	040	-		5	x		H-82	2 P.E. Math	A-80 A-80	-	-	4 Math Data Eng Math	H-80 H-81 H-81 A-81	x
36	040	010	A-80	5	x		A-81	-	-	-	-	4 Bio Math Chem Ec	A-79 A-79 A-79 A-80	x
37	040	-		3+1		x		-	-	4 Ec Psych Ec Eng	A-79 E-80 E-80 A-80	4 Ad Math Hum Psy	A-79 H-80 A-80 A-80	x
38	040	-		4+1	x		H-81	-	-	-	-	-	-	x
39	040			4+2	x		E-81	-	-	1 Hum	E-80	1 Math	H-80	x
40	060	-		4	x		H-81	-	-	-	-	-	-	x
41	410	-		2		x			-	1 Ad	H-80	1 Math	H-80	x
42	410	-		5		x		-	-	2 Hum Eng	H-80 A-80	- -	-	x

Breakdown of Descriptive Data in Composition (Control Group 1), Winter, 1980.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD	DATE
43	420	-		5+2	x		H-82	-	-	-	-	5 Fr Math Math Data Eng	A-79 H-80 H-81 H-81 H-81	x	

TABLE 53

Breakdown of Descriptive Data on those in Control Group 2, (Literature), for Winter, 1980, by programme, course duration and completion, and success in course.

Programme	# in Programme	# who changed prog.	Av. # of sem. to D.E.C. Regular	Summer	# in Review Board	# who received D.E.C.
010 Health Science	5	0	4.2	1.2	-	5/5
020 Pure & Applied	3	0	4	.1	-	2/3
030 Social Science	15	1	4.3	.7	-	8/15
040 Commerce	6	1	4.5	.5	-	5/6
050 Creative Arts	3	0	5	.2		2/3
410 Administration	1	0	-	-	-	0/1
511 Fine Arts	1	0	-	-	-	0/1

TABLE 53 A

Breakdown of Descriptive Data in Literature (Control Group 2), Winter, 1980.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD DATE
1	010	-		4·2	x		H-81	-	-	-	-	-	-	-
2	010	-		4	x		H-81	-	-	-	-	-	-	-
3	010	-		5·3	x		E-82	1 Eng	A-80	3 Chem Psych	E-79 A-79	6 Math Chem Psych Math Chem Phys	A-79 A-79 A-79 A-80 H-81 A-81	
4	010	-		4	x		H-81	-	-	-	-	-	-	-
5	020	-		4	x		H-81	-	-	-	-	-	-	-
6	020	-		1		x		-	-	1 Chem	A-79	2 Phys Math	A-79 H-80	
7	020	-		4·1	x		H-81	-	-	1 Hum	H-80	-	-	
8	030	-		4	x		H-81	-	-	-	-	-	-	
9	030	-		2·1		x		9 Math P.E. Biol Hum Psych Hum Psych Soc Fr Eng Math	A-79 H-80 H-80 H-80 H-80 H-80 H-80 H-80 H-80 H-80 H-80	-	-	1 Hum	A-79	

Breakdown of Descriptive Data in Literature (Control Group 2), Winter 1980.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C.			COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD DATE
					Y.	N.	Date							
10	030	-		5+1		x		- -		4 Geog Hum P.E. Soc	A-79 H-80 H-81 E-81	-	-	
11	030	-		4+1	x		H-81	-	-	1 Soc	H-80	-	-	
12	030	-		2		x		1 Hum	A-79	-	-	-	-	
13	030			5		x		2 Phil Fr	H-81 H-81	2 TV Eng	A-81 A-81	9 Psych Psych Fine A Eng Span Psych Ad Fine A Fr	A-79 A-79 A-79 A-80 H-81 A-81 A-81 A-81 A-81	
14	030	010	H-80	5+1	x		H-82	-	-	2 Geog Phil	A-80 H-81	6 Math Chem Phys Math Chem Phys	A-79 A-79 A-79 H-80 A-80 A-80	
15	030	-		4	x		H-81	-	-	-	-	-	-	
16	030		-	4+2		x		3 P.E. Psych Psych	A-80 A-80 A-80	4 Chem Hum Psych Eng	A-80 A-80 A-80 A-80	8 Biol Biol P.E. Phil Hum Psych Soc Eng	H-80 A-81 A-81 A-81 A-81 A-81 A-81 A-81	

Breakdown of Descriptive Data in Literature (Control Group 2), Winter, 1980.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD	DATE
17	030	060	H-80	5+1	x		A-81	2 P.E. Hum	A-79 H-80	3 Span P.E. Eng	A-79 H-80 E-80	4 App A Eng Chem Eng	H-80 H-80 H-80 H-80	x	A-79
18	030	-		4+1		x		1 Psych	A-80	2 Hum P.E.	A-79 A-80	8 Geog Soc Hum App A CHem Hum Psych Eng	A-79 A-79 H-80 H-80 A-80 H-81 H-81 A-81		
19	030	-		4	x		H-81	-	-	-	-	-	-		
20	030	-		5+1	x		A-81	-	-	1 Ec	E-81	-	-		
21	030	-		5+1		x		1 Math	H-80	4 Geog FineA Eng P.E.	A-79 E-80 E-80 A-80	5 Math Eng Phil Biol Pol Sc	A-79 A-79 A-80 H-81 H-81		
22	030	-		4+2	x		E-81	1 Fine A	A-79	-	-	1 App A	H-80		
23	040	-		5	x		H-82	1 Bus Ad	H-80	4 CHem B.Ad Data Data	A-79 A-80 A-80 A-80	2 Math Eng	A-79 A-79		

Breakdown of Descriptive Data in Literature (Control Group 2), Winter 1980.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD DATE
24	040	-		4+1		x		1 Math	H-81	6 Geog Eng Biol Hum P.E. Hum	A-79 H-80 A-80 A-80 H-81 H-81	5 Math Phys Col.C. Biol Phys	H-80 A-80 A-80 H-81 H-81	
25	040	-		4+1	x		H-81	-	-	-	-	-	-	
26	040	-		5	x		A-81	1 Phys	H-80	1 Chem	A-79	2 Math Chem	H-80 H-80	
27	040	-		5	x		A-81	-	-	-	-	2 Data Math	A-79 A-80	
28	040	010	H-80	4+1	x		E-81	-	-	- -	-	2 Math Soc	A-80 A-80	
29	050	-		5	x		A-81	1 Fine A	H-81	-	-	-	-	
30	050	-		5+1	x		A-81	-	-	7 P.E. Hist Hum Fine A Fine A Eng Eng	H-80 H-80 H-80 H-80 H-80 H-80 H-80	2 App A Sec	A-79 A-80	
31	050	-		3		x		-	-	-	-	2 FineA FineA	A-79 H-80	

Breakdown of Descriptive Data in Literature (Control Group 2), Winter, 1980.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C.			COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD DATE
					Y.	N.	Date							
32	410	-		4		x		-	-	-	-	-	-	
33	511	-		2		x		1 Fine A	H-80	-	-	-	-	
34	010	-		4+1	x		H-81	-	-	-	-	-	-	

TABLE 54

Breakdown of Descriptive Data on those in Control Group 3, (Reading Efficiency), for Winter, 1980, by programme, course duration and completion, and success in course.

Programme	# in Programme	# who changed prog.	Av. # of sem. to D.E.C.		# in Review Board	# who received D.E.C.
			Regular &	Summer		
020 Pure & Applied	1	0	5	-	-	1/1
030 Social Science	8	2	4.7	1	-	4/8
040 Commerce	2	2	5	1.5	-	2/3
050 Creative Arts	2	0	-	-	-	2/2
410 Administration	3	2	5	-	-	1/3
420 Data Processing	2	2	-	-	-	0/2

TABLE 54 A

Breakdown of Descriptive Data in Reading Efficiency (Control Group 3). Winter 1980.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD DATE
1	020	-		5	x		A-80	-	-	-	-	5 Math Chem Phys Chem Phys	A-78 A-78 A-78 A-79 A-79	
2	030	010	H-80	5	x		H-82	2 Hum Pol Sc	A-79 H-80	-	-	7 Math Chem Phys Math Fr Hum Biol	A-79 A-79 A-79 H-80 H-80 A-80 H-81	
3	030	-		5	x		A-80	-	-	1 Phys	A-78	5 Math Chem Math Math Data	A-78 A-78 H-79 A-79 H-80	
4	030	-		2		x		-	-	10Math Ad Eng PhysE Math Hist Hum Anthro Pol Sc Eng	A-79 A-79 A-79 H-80 H-80 H-80 H-80 H-80 H-80 H-80	-	-	

Breakdown of Descriptive Data in Reading Efficiency (Control) Group 3), Winter, 1980.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD DATE
5	030	-		6		x		1 Anthro	H-79	2 PhysE Eng	A-78 A-80	9 Ec Eng Eng Eng Pol Sc Soc Eng Eng Eng	A-78 A-78 A-79 H-79 H-80 H-80 H-80 A-80 H-81	
6	030	-		4+2	x		E-81	-	-	1 Ec	A-79	2 Ad Cin	A-79 H-80	
7	030	040	H-80	3		x		-	-	-	-	6 Math Phil Math Ec Eng Sp	A-79 A-79 H-80 H-80 H-80 H-80	
8	030	-		5+2	x		A-80	3 P.E. Anthro P.E.	H-79 H-79 H-80	-	-	1 Hum	A-79	
9	030	-		3		x		-	-	1 Ad	A-79	1 Math	A-80	
10	040	-		2				-	-	-	-	3 Math Math Ad	A-79 H-80 H-80	
11	040	030	A-79	5+3	x		E-81	-	-	1 Ec	A-79	3 Ec Ad Biol	H-79 E-79 H-81	

Breakdown of Descriptive Data in Reading Efficiency (Control Group 3) Winter, 1980.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C.			COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD DATE
					Y.	N.	Date							
12	040	030	H-80	5	x		E-82	-	-	1 Eng	H-81	-	-	
13	050	-		6	x		H-81	1 Cin	H-79	2 Phys Hum	A-78 A-79	2 Chem Math	A-78 H-81	
14	050	-		4	x		H-81	-	-	-	-	-	-	
15	410	040	H-80	5		x		1 Ad	A-80	5 P.E. Hum B.Ad Ad Phil	A-79 I-80 A-80 A-80 A-81	1 Math	A-79	
16	410	-		5	x		H-82	-	-	-	-	-	-	
17	410	040	H-80	4		x		-	-	1 Fr	H-81	2 Math Eng	A-79 H-80	
18	420	010	A-80	5		x		1 Hum	A-79	1 Eng	A-80	6 Chem Phys Ec Geog B.Ad Hum	A-79 A-79 A-79 A-80 A-80 A-80	
19	420	040	A-80	5+1		x		-	-	-	-	6 Math Hum Ec Fr Eng Eng	A-79 A-79 A-79 H-80 H-80 H-81	

TABLE 55

Breakdown of Descriptive Data on those in Control Group 4, (College Reading Programme). Winter, 1980, by programme, course duration and completion, and success in course.

Programme	# in Programme	# who changed prog.	Av. # of sem. to D.E.C. Regular & Summer		# in Review Board
010 Health Science	6	3	4.5	1	-
020 Pure & Applied	6	0	4.3	1	1
030 Social Scince	24	0	4.4	.6	-
040 Commerce	9	2	4.2	1	-
050 Creative Arts	1	0	5	1	-
420 Data Processing	1	0	-	-	-
060 Literature & Languages	1	0	-	-	-

TABLE 55A

Breakdown of Descriptive Data for the College Reading Programme (Control Group 4), Winter 1980.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD DATE
1	010	040	H-80	5-1	x		A-81	-	-	3 Chem Ad Hum	A-79 E-80 A-80	4 Math Phys Ad Hum	A-79 H-80 H-80 H-80	
2	010	040		4	x		H-81	-	-	-	-	-	-	
3	010	-		4-2	x		H-81	-	-	-	-	-	-	
4	010	-		5-2	x		A-81	1 P.E.	H-80	-	-	2 Chem Eng	A-80 A-80	
5	010	040—		5	x		A-81			3 P.E. Chem Phys	H-80 H-81 H-81			
6	010	-		4-1	x		H-81	1 Hum	A-79	1 Eng	A-79	-	-	
7	020	-		5-1		x		-	-	2 Eng Hum	A-80 H-81	8 Chem Phys Math Chem Hum Phys Math Phys	A-79 A-79 H-80 A-80 A-80 H-81 A-81 A-81	
8	020	-		4-1		x		4 Eng Chem Hum	A-79 H-80 E-80	3 Biol Hum Anthro	A-79 A-81 A-81	5 Hum Math Hum Biol Chem	A-79 H-80 H-80 H-81 H-81	

Breakdown of Descriptive Data for the College Reading Programme (Control Group 4), Winter, 1980.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C.			COURSES EA	DATE	COURSES AC D	DATE	COURSES E	DATE	REV. BOARD	DATE
					Y.	N.	Date								
9	020	-		2		x		-	-	2 Chem Cin	A-79 A-79	7 Phys Hum Math Chem Phys Eng	A-79 A-79 H-80 H-80 H-80 H-80	x	F-79
10	020	-		4-1	x		H-81	-	-	1 Data	E-80	-	-		
11	020	-		4-1	x		H-81								
12	020	-		2		x		-	-	1 Hum	H-80	1 Chem	A-79	x	
13	030	-		5	x		A-81	2 Math Hum	A-80 A-80	2 Eng P.E.	A-79 H-81	2 Geog Phil	H-80 A-80		
14	030	-		4-2	x		E-81	-	-	3 Soc Soc Ec	H-80 E-80 E-81	-	-		
15	030	-		5-2	x		E-82	4 Math Math Math Math	A-79 H-80 E-80 A-80	4 Ec P.E. Math Ec	H-80 A-80 A-80 A-80	2 Geog Math	A-80 A-81		
16	030	-		2-1		x		5 Psych Eng Geog Psych Anthro	A-79 A-79 H-80 H-80 H-80	-	-	5 Hum Pol Sc Soc Fr Eng	A-79 A-79 A-79 H-80 H-80		

Breakdown of Descriptive Data for the College Reading Programme (Control Group 4), Winter, 1980.

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD	DATE
17	030	-		4-1	x		H-80	-	-	1 Hum	A-78	1 Geog	A-79	x	
18	030	-		5	x		H-82	2 Ger Math	A-79 H-81	-	-	2 Ec Math	A-80 A-81	x	
19	030	-		4	x		H-81	-	-	-	-	1 Hum	A-79	x	
20	030	-		5-1		x		1 Ad	E-81	1 Pol Sc	A-79	9 Ec Soc Phil Psych Anthro Ec Hum Eng Psych	A-79 A-79 H-80 H-80 H-80 A-80 H-81 H-81 A-81	x	
21	030	-		5	x		A-81	-	-	-	-	2 Ad Math	A-79 A-80	x	
22	030	-		4-1	x		H-80	-	-	1 Hist	H-79	-	-	x	
23	030	-		4-2	x		E-81	-	-	-	-	3 Math Psych Eng	A-79 H-80 H-81	x	
24	030	-		1		x	-	-	-	-	-	1 Eng	A-81		
25	030	-		4	x		H-81	-	-	-	-	-	-	x	
26	030	-		4-1	x		E-81	-	-	-	-	-	-	x	

TABLE

Breakdown of Descriptive Data

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD	DATE
27	030	-		4	x		H-81	-	-	-	-	-	-	x	
28	030	-	-	4-1	x		E-81	2 Math P.E.	A-79 A-79	-	-	1 Math	H-80	x	
29	030	-	-	5	x		A-81	1 P.E.	H-80	1 Psych	H-80	4 Hum Fine A Ec Eng	A-79 H-80 A-80 A-80	x	
30	030	-	-	5	x		A-81	-	-	1 Ec	A-80	1 App. A	H-80		
31	030	-	-	5-1	x		A-81	1 Math	H-80	1 Fine A	H-80	4 Psych Soc Hum Anthro	A-79 A-79 A-80 A-80		
32	030	-	-	4-2		x		5 Math	E-79	1 Eng	A-79	9 Ec Ad Psych Data App A Hum Soc Eng Eng	A-79 A-79 H-80 H-80 H-80 A-80 A-80 A-80 A-81	x x	F-79 W-80
33	030	-		5		x		-	-	2 Sec Sc Hist	E-80 H-81	12 Math Ad Chem Pol Sc Psych Eng Geog Hist Psych Anthr Fr	A-79 A-79 H-80 H-80 H-81 H-81 A-81 A-81 A-81 A-81 A-81	Soc	A-81

TABLE

Breakdown of Descriptive Data

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C.			COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD	DATE
					Y.	N.	Date								
34	030	-		5-1	x		A-81	-	-	2 S.Sc Anthro	E-80 A-80	4 Psych Ec Psych Biol	A-79 A-79 H-80 A-80	x	
35	030	-		5-1		x		2 Math GraphS	A-79 A-79	2 Ec Hum	A-79 H-80	-		x	
36	040	020	H-80	2		x		-	-	-	-	8 Math Chem Phys Eng Phil Hum Psych Ec	A-79 A-79 A-79 A-79 H-80 H-80 H-80 H-80		
37	040	020	H-81	3-1		x		-	-	1 Hum	H-80	8 Math Chem Phys Soc Chem Phys Psych Psych Math	A-79 A-79 A-79 A-79 H-80 H-80 H-80 H-80 H-81		
38	040	-		4-1	x		E-81	-	-	2 Ec Eng	A-79 A-80	-	-		
39	040	-		5-1	x		A-81	1 Math	A-79	-	-	4 Hum Math Psych Anthro	A-79 H-80 H-80 H-81		

TABLE

Breakdown of Descriptive Data

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y.	N.	Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD DATE
40	040	020	H-80	4-2	x		H-81	-	-	1 Chem	A-79	-	-	
41	040	-		4	x		H-81	-	-	-	-	-	-	
42	040	020	H-80	4-2	x		H-81	2 Phys Math	A-79 H-80	-	-	1 Chem	A-79	
43	040	020	H-80	4	x		H-80	5 Math Chem Phys Hum Eng	A-78 A-78 A-78 A-78 A-78	1 Math	H-80	2 Biol Psych	H-80 H-80	
44	050	-	-	5-1	x		W-82	1 Cin	H-81	2 Cin P.E.	A-79 H-81	4 Fine A Hum Fine A Cin	H-80 A-80 H-81 H-81	
45	050	030		6				-	-	2 Cin Fine A	H-80 A-80	8 Anthro Bus Ad Geog Cin Eng Eng Cin Eng	H-79 H-79 A-79 H-80 H-80 A-80 H-81 A-81	
46	420	-		5	x		H-82	-	-	-	-	-	-	

TABLE

Breakdown of Descriptive Data

H.S.	PROG.	PROG. CHANGE	DATE	# SEM	D.E.C. Y. N. Date	COURSES EA	DATE	COURSES AB D	DATE	COURSES E	DATE	REV. BOARD DATE
47	420	-		5	x	- -	-	-	-	4 Data Sp Eng Hum	A-79 A-79 A-80 A-81	
48	060	-		3	x	4 P.E. Hist Anthro T.V.	A-79 A-79 A-79 A-79	4 Biol Hum Ad Eng	A-80 A-80 A-80 A-80	2 Psych Data	H-80 H-80	